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REPORT RESUMES

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THE DEVELOPMENT OF A PACKAGED PROGRAM DESIGNED TO ENABLE TEACHERS TO CARRY ON THEIR INSERVICE AND AUDIOVISUAL EDUCATION, DRAFT OF FINAL REPORT.
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A PROJECT WAS UNDERTAKEN TO DEVELOP A SERIES OF PACKAGED, INTEGRALLY RELATED, SELF-ADMINISTRABLE WORKSHOPS WHICH COULD BE USED BY TEACHERS FOR INSERVICE AUDIOVISUAL EDUCATION. EACH WORKSHOP PROGRAM WAS PRODUCED AROUND A PARTICULAR TOPIC, FOR EXAMPLE, OVERHEAD PROJECTION. THE PROGRAMS WERE LATER TESTED, REVISED, AND EVALUATED IN SAMPLE SCHOOLS. EACH PROGRAM WAS PACKAGED IN TWO PORTABLE KITS, ONE CONTAINING INFORMATION AND GUIDANCE FOR THE SCHOOL PRINCIPAL AND THE OTHER CONTAINING MATERIALS AND GUIDANCE FOR CONDUCTING A PARTICULAR WORKSHOP IN A SAMPLE SCHOOL. IT WAS CONCLUDED THAT THE PROJECT WAS HIGHLY SUCCESSFUL, BEING ESPECIALLY HELPFUL FOR TEACHERS WHO NEEDED TRAINING IN AUDIOVISUAL MEDIA AND METHODS. ADMINISTRATIVE AND TEACHING PERSONNEL REMARKED THAT THE PROGRAMS FOSTERED FEELINGS OF SELF-CONFIDENCE BECAUSE A FELLOW TEACHER (THE LEADER) DEMONSTRATED MASTERY OF EACH SUBJECT PRESENTED. THE AUTHOR POINTS OUT THAT THE PROJECT DEMONSTRATED THAT IT IS POSSIBLE TO TAKE AN AREA OF INSTRUCTION, BREAK IT DOWN INTO TEACHABLE UNITS, ASSEMBLE THE MATERIALS FOR TEACHING, PROVIDE GUIDANCE FOR USING THE MATERIALS, TEST THE RESULTS, REVISE THE PROGRAM IN LIGHT OF FEEDBACK FROM THE FIELD, AND END WITH A HIGHLY USEFUL, SELF-ADMINISTRABLE PROGRAM. (JC)

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RF Project 1683
Draft of
Final Report

THE DEVELOPMENT OF A PACKAGED PROGRAM DESIGNED TO ENABLE TEACHERS TO CARRY ON THEIR IN-SERVICE AUDIO-VISUAL EDUCATION

Catherine M. Williams

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DRAFT OF FINAL REPORT

by

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43212

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On: THE DEVELOPMENT OF A PACKAGED PROGRAM DESIGNED TO ENABLE TEACHERS TO CARRY ON THEIR IN-SERVICE AUDIO-VISUAL EDUCATION

For the Period: 27 June 1963 - 1 September 1965

Principal Investigators: Edgar Dale, Sidney C. Eboch, Hazel Gibbony, I. Keith Tyler and Catharine M. Williams

Project Associates: Gene Lamb and Alberta M. Myers

Date: 1 September 1965

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Finally, credit is given to the publishers of instructional materials for permission to reproduce copyrighted pictorial materials and other courtesies extended in the course of the project.

Catharine M. Williams

ABSTRACT

The Problem

This project sought to develop a program consisting of a series of integrally-related, self-administerable workshops to enable teachers to carry on their in-service audio-visual education in their respective schools.

Procedure

The program moved through five stages. During Stage One a program consisting of a series of eight integrally-related, self-administerable workshops was developed, each organized around a particular topic, i.e., Overhead Projection. The plan called for the school principal to name a corps of eight teachers, each to lead a particular workshop. To provide desirable continuity each of these teachers served as assistant leader at the workshop preceding the one which he led. A kit was prepared for each workshop. It contained (1) all of the basic materials required for conducting the program, and (2) a leader's guide which furnished directions for carrying out the program as outlined in the guide.

During Stage Two the program was tried out in ten sample schools located in the Columbus, Ohio vicinity to permit the investigators to work closely with workshop leaders to discover weaknesses in both the program and the guidance for conducting it. A series of meetings was scheduled at The Ohio State University for this purpose.

During Stage Three the honest, hard-hitting criticism which had been requested and obtained from teachers, principals, and workshop leaders was used as the basis for revising the several workshops. Revision required (1) production of sound filmstrips, overhead transparencies and other materials for use in the workshops, (2) the development of two additional workshops, and (3) the development of an adjunct program of equipment operation.

During Stage Four the revised program was used in ten schools located in various sections of Ohio. The schools were of various types and represented all levels of instruction. There was no contact between the investigators and the leaders until the series of workshops was completed. However, adequate provision was made for obtaining evaluations from the schools.

During Stage Five analysis of the evaluations obtained from the second field test revealed some weaknesses in particular workshops and cues for eliminating them. The indicated revisions were made and the entire program was put into final form.

Results and Conclusions

The program resulting from this study consists of (1) an orientation meeting, (2) a series of ten integrally-related, self-administerable workshops, each organized around a particular medium of communication, and (3) an adjunct equipment operation training program. The program is packaged in 11 portable kits, one containing information and guidance for the school principal, the others each containing materials and guidance for conducting a particular workshop.

The program was highly successful whether or not the particular school system had an audio-visual director. It was especially helpful for teachers who had never had a formal course in audio-visual education and for others who had had no refresher program in the past three years. The vast majority of teachers fell in one or the other of these categories.

Almost without exception both administrative and teaching personnel remarked that the plan of self-administration had fostered (1) the development of a fine spirit of mutuality among teachers, (2) a general feeling of self-confidence because a fellow teacher (the leader) demonstrated mastery of the program, and (3) the preparation of a corps of "specialists" to serve later as consultants on the topics of their respective workshops.

Further, this study demonstrated that it is possible to take an area of instruction, break it down into teachable units, assemble the materials for teaching the units, provide the guidance for using these instructional materials, test the results, revise the program in the light of feedback obtained from the field test and end up with a highly useful, self-administerable program.

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CHAPTER I

STATEMENT OF THE PROBLEM

INTRODUCTION

To communicate information, attitudes, and skills, and to stimulate thinking in the process -- these are the broad teaching purposes of teachers everywhere. Both the knowledge explosion and the population explosion have vastly increased the complexity of this task of communication. To equip children and young people for citizenship in our modern world we must teach more, we must teach it faster, we must teach it better, and we must teach it to more people than ever before. This is a big order.

Our technological advances have provided us with new and improved media of communication. If we utilize these new media, along with making improved use of old established media, we should be equal to the task.

Everywhere teachers are seeking guidance in producing, selecting, and utilizing new materials and methods of instruction. To provide this guidance to the swelling ranks of classroom teachers through the usual methods -- college classes or workshops conducted by experts in the field -- would require far more manpower and funds than are available. Furthermore, there is need for a systematic and all-inclusive approach within an entire school, among groups of schools, and eventually within all schools. No agency now exists which can take on this huge job. How are teachers to be furnished with the guidance they need?

The situation clearly calls for an approach to in-service audio-visual education that would reach widely scattered groups of teachers simultaneously. This project sought to produce such a program by developing a packaged program to enable teachers to carry on their in-service audio-visual education successfully in their respective schools.

PURPOSE

The objectives of the study are listed below:

1. Developing an experimental program consisting of ten self-administerable, integrally related workshops which seeks (a) to develop understanding of the basic principles of utilization of audio-visual materials, (b) to build insight into effective ways of using audio-visual materials, and (c) to lay the groundwork for and give impetus to an ongoing program of self-instruction in audio-visual education.

2. Preparing a kit which contains the essential materials and full directions for conducting each workshop.

3. Conducting an initial field test of the program in ten sample schools which would work closely with the project staff to evaluate the program.

4. Designing and administering evaluative instruments and techniques to assess the value of the program and the adequacy of the guidance furnished for conducting it.

5. Analyzing the data to identify weaknesses (a) in the program, and (b) in the guidance and direction furnished for conducting the program.

6. Revising the program on the basis of the evaluatory information.

7. Conducting a second field test by using the revised program in ten other sample schools. These schools would receive no help from the project other than that furnished in The Leader's Guide.

8. Administering the evaluative instruments and analyzing the data obtained from the second field test to identify weaknesses in any part of the revised program.

9. Making final revisions of the program on the basis of data collected from Field Test No. 2 and packaging it so that teachers anywhere might use it for conducting their in-service audio-visual education in their respective schools.

OVERVIEW OF THE STUDY

This overview is furnished to give the reader a cursory understanding of the entire study which aimed to develop a self-administerable packaged program consisting of a series of integrally related audio-visual workshops, eacn separately packaged, for use of groups of in-service teachers. Applications of the terms self-administerable and packaged program as used in the study follow:

Self-administerable. The program is made self-administerable by having teachers within the group conduct the program for their fellow teachers. The principal of the school names a teacher to lead each workshop. To provide desirable continuity, each teacher serves as assistant leader at the workshop immediately preceding his own. Figure 1 shows how the plan operates.

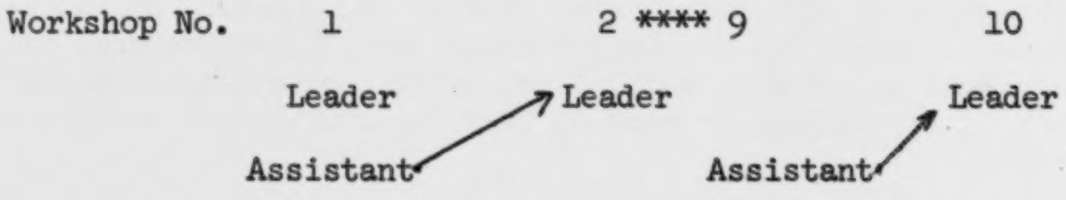

Figure 1

The term packaged program refers to a series of portable kits each of which contains (1) a fully outlined workshop program, (2) the basic materials required for carrying on the program, and (3) guidance for using the materials, to prepare for, conduct, and follow up the workshop. The packaging did not rigorously delimit learner reaction. In fact, opportunity is provided for teachers to freely share among themselves questions and ideas that stem from the workshop experience. The packaging of the programs did not make the program identical in every school. For example, in some instances alternate materials are furnished to enable the workshop leader to select the particular material best suited to the interests and needs of the group involved. Furthermore, when feasible, raw materials and directions for their use are furnished to enable leaders to have items to be used for demonstration purposes produced by local teachers in advance of the program.

The entire program moved through five stages. During Stage One an experimental program consisting of eight integrally related workshops was developed. Eight kits -- one for each workshop -- were prepared.

Arrangements were made for conducting a field test in 11 schools representing all levels of instruction. These schools were a convenience sample of city, suburban, and centralized schools located close enough to The Ohio State University campus to make it possible for workshop leaders to attend meetings on campus. A system for obtaining feedback from these subject schools was developed as a part of the total program.

During Stage Two the program was tried out experimentally in the 11* cooperating schools and evaluated workshop by workshop. The raw data obtained from the schools were processed for use as a basis for program revision.

During Stage Three the program was revised and expanded to include two additional workshops. Extensive revisions were made which required the production of a number of materials for inclusion in the kits. Arrangements for a second field test were completed with a second group of 11* schools. These schools were located in various parts of Ohio and represented all levels of instruction. Included were public and parochial schools, large and small schools, and schools with and without audio-visual directors in the school system.

During Stage Four the revised program was tried out in the 11 schools under the same conditions as would prevail if it were distributed by a commercial firm. No contacts were made between leaders and the project staff. This was a rigid test of the adequacy of the guidance as well as of the content of the series of workshops.

The raw data obtained from the schools were processed for use as the basis for a final revision of the ten workshop programs.

During Stage Five final revisions were made and the program was packaged in 11 kits; ten kits for use in conducting the ten workshops and one kit for the reference of the school's principal and its audio-visual director. A detailed description of the procedures indicated here is given in Chapter II.

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* In each instance only ten of the schools were able to complete the program.

The reactions of the participating teachers and principals to the program were obtained in several ways: through specially prepared evaluation forms, through specially scheduled meetings, and through the workshop leaders' jotted notes. Reactions were analyzed and the findings, as well as the conclusions of the study, are reported in Chapter III. A discussion of the implications of these findings is given in Chapter IV.

CHAPTER II

PROCEDURES

INTRODUCTION

The five stages through which this study progressed and the major activities of each stage are graphically presented in Figure 2 to give the reader an over-all picture of the procedure which will be reported in this chapter. The horizontal lines show the sequence of the major activities. By selecting a given activity and reading the diagram vertically, the reader will see at a glance the frequency of that activity in the procedure.

The preliminary planning will be presented first. The procedure used in carrying on each major activity will be described. To provide desirable continuity the various stages in any one activity are presented in one unbroken account.

The reader will find it helpful to refer also to Figure 3 as he reads about each major activity. This diagram shows what activities had to be carried forward simultaneously to prepare the workshop kits, the interdependence of certain of these activities, and the time schedule which was maintained.

PRELIMINARY PLANNING

To develop strategy for preparing the series of self-administerable workshops outlined in the project proposal, it was necessary to give immediate attention to these questions: Would scheduling ten workshops within a semester's time put undue pressure on the teachers? Would it be feasible to schedule ten workshops and, during the same period, involve workshop leaders in twenty meetings (four meetings for leaders of each workshop) at the University?

To answer these questions the schedules of both the county and the city schools were studied. It seemed desirable to leave the first week and the three final weeks of the semester free from any commitments to the project since these are especially busy periods for teachers. By doing so the period of participation was narrowed to February 10 through May 18. Reference to the tentative schedule (Figure 4.) shows that eight workshops, one every other week, represented the maximum number which could be arranged. The listing of ten workshops as it appeared in the project proposal was studied to see which of them might be combined or omitted entirely. As a result, the following topics were selected for presentation in the order listed below:

1. Educational Displays
2. Programmed Instruction
3. Pictorial Materials and Opaque Projection
4. The Motion Picture
5. Recordings - Disc and Tape
6. Filmstrips and 2" x 2" Slides

7. Radio and Television
8. Overhead Projection

When the eight topics had been agreed upon, the next major decision was allocation and division of responsibilities with reference to the development of the eight workshops. Edgar Dale has long been an authority on the use of the motion picture for instruction. Recently he has been engaged in producing programmed instruction materials. Therefore, he assumed major responsibility for developing the workshop programs on these topics. With his background of experience in the field of educational broadcasts, it was to be expected that I. Keith Tyler would feel that he could make his greatest contribution to the workshop dealing with radio and television. Miss Gibbony asked for both overhead projection and recordings. Miss Williams was responsible for the workshops dealing with educational displays, study picture materials, and filmstrips and 2" x 2" slides.

The central purpose of this program was to help teachers learn to make effective use of audio-visual materials of instruction. The objective was to accomplish this through a series of integrally related, self-administerable workshops designed to

a. develop understanding of the basic principles of utilization of audio-visual materials of instruction,

b. build insight into new and fresh ways of using these materials,

c. demonstrate the role of modern media of communication in the teaching-learning process, and

d. lay the groundwork for an on-going program of self-instruction.

To plan the series of workshops, it was necessary to be articulate about the teacher competencies the program should seek to develop. These were discussed in terms of teacher behavior and are presented here.

Desired Behavior on the Part of Teachers

1. To know available materials of instruction so well that they select the right tool for each particular teaching target and use it as a functioning part of a unified whole.

For example, a teacher may use a chart, a map, a globe, a book, and a filmstrip -- each to attain or to reinforce a particular objective in a given day's lesson. Used in this way, the tools become integrated functioning parts of the whole. This is far different from the all-too-common additive approach where the material is used only "if time permits."

2. To evaluate and use materials of instruction for what they can contribute to the teaching-learning process.

Most of these teaching tools can perform part of the teaching task as well as or better than the teacher. The teacher needs to recognize that these

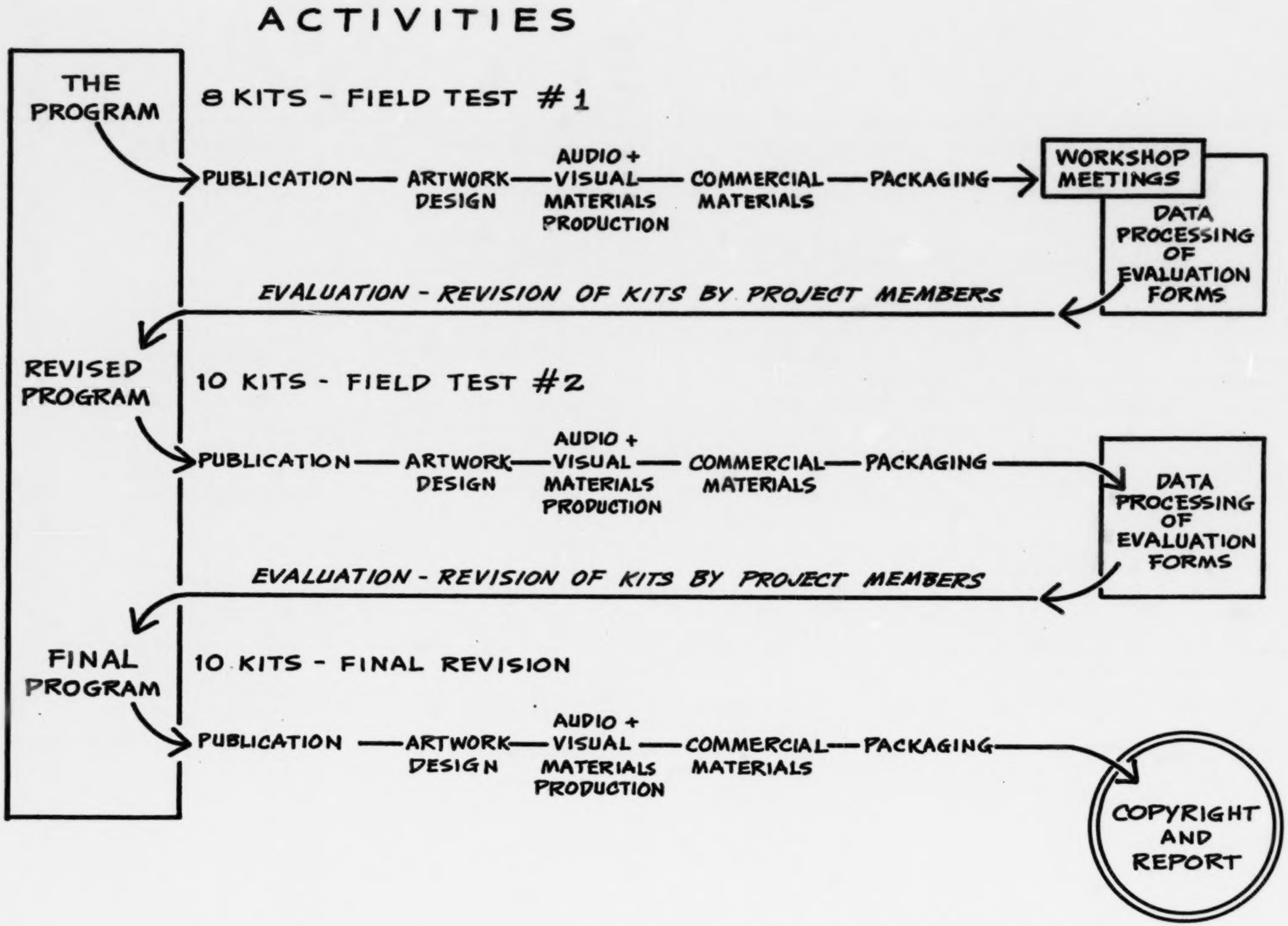
ACTIVITIES
THE PROGRAM
8 KITS - FIELD TEST #1
PUBLICATION
ARTWORK DESIGN
AUDIO + VISUAL MATERIALS PRODUCTION
COMMERCIAL MATERIALS
PACKAGING
WORKSHOP MEETINGS
DATA PROCESSING OF EVALUATION FORMS
EVALUATION - REVISION OF KITS BY PROJECT MEMBERS
REVISED PROGRAM
10 KITS - FIELD TEST #2
PUBLICATION
ARTWORK DESIGN
AUDIO + VISUAL MATERIALS PRODUCTION
COMMERCIAL MATERIALS
PACKAGING
DATA PROCESSING OF EVALUATION FORMS
EVALUATION - REVISION OF KITS BY PROJECT MEMBERS
FINAL PROGRAM
10 KITS - FINAL REVISION
PUBLICATION
ARTWORK DESIGN
AUDIO + VISUAL MATERIALS PRODUCTION
COMMERCIAL MATERIALS
PACKAGING
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Figure 2

PRODUCTION SCHEDULE

WEEKS	BOOKLETS	FILMSTRIPS	RECORDINGS	MATERIALS
	Plan Workshop Write Leader's Guide, Hand-outs, etc.	Plan Filmstrip with Artist, etc. Shoot Slides. Final Script.		Screen and Select All Commercial Items
1	Order Cover Design Type Copy---------------- Proof	Two copies of scripts------------------------		List Type Orders Mail
2	Author Changes Pasteup Proof	Re-shoot, if necessary		
3	Author Reading Research Reading Proof Cover	Slides and Script Producer	Three Copies of Script. Rehearse Narration	Check Progress (Re-order, if necessary)
4	Print Shop		Record and Proof	
5		Test Prints Received	Check Master with Filmstrip	Check Progress
6	Copies Received	Prints Received	Tapes Received	Materials Received
7	Read and Check	Check with Booklet	Check Quality	Check with Booklet
8		Label Pack Ship		

Figure 3

TENTATIVE SCHEDULE: WORKSHOPS & CAMPUS MEETINGS

JAN.		6	13	20 Orientation	27
FEB.	3 Dem. - 1 L-1 A-1	10 Wk. - 1 L-1 A-1	17 Dem. - 2 L-2 A-2	24 Wk. - 2 L-2 A-2	
MARCH	2 Dem. - 3 L-3 A-3 Evaluation-1	9 Wk. - 3 L-3 A-3	16 Dem. - 4 L-4 A-4 Evaluation-2	23 Wk. - 4 L-4 A-4	30 Dem. - 5 L-5 A-5 Evaluation-3
APRIL	6 Wk. - 5 L-5 A-5	13 Dem. - 6 L-6 A-6 Evaluation-4	20 Wk. - 6 L-6 A-6	27 Dem. - 7 L-7 A-7 Evaluation-5	
MAY	4 Wk. - 7 L-7 A-7	11 Dem. - 8 L-8 A-8 Evaluation-6	18 Wk. - 8 L-8 A-8	25 Evaluation-7	
JUNE	1 Evaluation-8	8	15		

Key:

Orientation Meeting: For leaders and principals - to be arranged.
Dem. - Demonstration meetings will occur on Tuesday of the week indicated.
Wk. - Workshop dates arranged by the school, during this week.
Evaluation meetings will occur on Wednesday of week indicated.
L - Leader attends.
A - Assistant attends.
(Note: Leaders and assistants of the workshop number indicated will attend evaluation meetings.)

Figure 4

tools present information, teach skills, develop attitudes and appreciations, and may stimulate thinking in the process. The teacher must be able to evaluate and select his materials, diagnosing exactly what the material can do and what he should do.

3. To recognize the teacher's role in making effective use of materials of instruction.

The knowledgeable teacher will not do what can be accomplished by pre-planned materials of instruction. He will take over where these materials leave off and devote his energies to accomplishing the teaching tasks which preplanned materials cannot do. For example, he will diagnose weaknesses and prescribe remedies. He will recognize strengths and guide students to more advanced work. He will find many ways to structure situations so that cognitive skills are brought into play.

4. To use materials of instruction to help students learn how to learn and grow into independent learners.

To this end the teacher will provide a variety of both book and non-book references. Students should be guided in using these learning materials for gathering information first-hand, for presenting class reports, and so on.

5. To use materials to individualize instruction.

Many teachers think that making any provision for individual differences is individualizing instruction. This is not so. For example, a teacher makes provision for individual differences when he divides a heterogeneous group into homogeneous subgroups and provides each group with materials of instruction selected with reference to particular needs, or when he paces curricular content to the speed at which the individual can assimilate the concepts involved. However, these are not instances of individualized instruction. The teacher individualizes instruction only when he personalizes it.

To individualize instruction requires considerable teacher time, since the teacher must know each individual well enough to help him develop his potentialities as he pursues his work as a member of the class group. For example, while all students are working on commonly shared goals the teacher plans with each one so that he pursues the study in a way which helps him not only to master the substantive content but to do so in a way which permits him to use to the fullest his abilities and talents and to strengthen his weaknesses.

6. To produce materials (teacher made and pupil-teacher made) when such materials will be uniquely suited to attain objectives.

For example, to arouse the interest of eighth graders in local history the teacher sought out an elderly citizen who collaborated with him. As the old gentleman discussed selected family heirlooms the teacher taped the discussion and took a few 2" x 2" slides. These materials stimulated interest not only in community history but also in ways to record it.

7. To use the various sources of materials of instruction -- Educational Media Index, producer catalogs, local sources, etc. - for locating materials pertinent to specific teaching goals.

Often the school does not make generally available to teachers the various sources of information about materials of instruction. It is the school's responsibility to see that teachers have access to up-to-date producers' catalogs and a catalog of local resources. For example, what films, recordings, study prints are available from the local library? What portable exhibits can be obtained from local museums, industrial firms, and so forth?

It is the teacher's responsibility to learn what catalogs and listing are available and to use them as he plans various units of study.

8. To continue their growth through self-instruction.

Interested teachers find various ways of continuing their growth in audio-visual education through self-instruction. The most obvious is that of reading critically (1) the audio-visual sections in professional journals, (2) special audio-visual journals and (3) textbooks and "how-to-do-it" articles in the audio-visual field.

Growth will take place only if the teacher open-mindedly experiments with some of the new methods and materials discussed in the literature. Another means of self-instruction is to observe carefully and listen thoughtfully to learn what other teachers are doing. And finally there are how-to-do-it films, filmstrips, recordings, and telecasts (especially from university stations) pertaining to audio-visual methods and materials. For example, there are both motion pictures and filmstrips on how to use a film, how to use a filmstrip, how to operate a motion picture projector, and so forth.

This review of teacher competencies led to consideration of how a short workshop might contribute most to their development and/or reinforcement. We decided that each workshop should

-- state the specific objectives of the session and relate particular activities to those objectives

-- develop the principles of utilization of the medium under consideration

-- demonstrate and discuss these principles in terms of teacher behavior, minimizing the use of professional jargon

-- furnish experiences in the application of the principles developed preferably in a situation calculated to stimulate discussion

-- provide handouts
    (a) a summary of the workshop
    (b) selected references (relating to the workshop topic)

-- suggest follow-up activities

The next step was to develop a plan for determining the content of each workshop. For this purpose, Display, the topic of the first workshop was considered. As we discussed the topic we broke it down into teachable units. At this point the investigator responsible for this workshop was asked to outline the workshop plan and present it at the following meeting. This was done. As the workshop plan was discussed and critically analyzed, it became clear that developing a workshop program requires

1. deciding upon a particular area of instruction,
2. breaking it down into teachable units,
3. determining what specific methods and materials are to be used to teach each unit,
4. testing the program in the field, and
5. revising it in the light of teacher criticism.

DEVELOPING WORKSHOP PROGRAMS

An accounting of the stage-by-stage development of each one of the workshop programs would be redundant. Several followed similar patterns of development; a couple required no major changes. However, an accounting of the progressive development of three particular workshop programs is given to show how the evaluatory comments obtained from the field were interpreted and used to meet different problems encountered in creating programs to meet the needs of teachers.

First Case

The first discussion is on the Workshop on the Motion Picture. The schedule for this workshop as originally planned is given here.

WORKSHOP SCHEDULE

The time allotted to this workshop is 90 minutes. The approximate time required for each separate activity is furnished here with the sequence of activities.

Activity	Approximate Time Required
The Motion Picture Related to the Professional Teacher	5 minutes
Presenting Three Approaches to a Set of Instructional Materials	10 minutes
Background and Comment about Film Use Today	10 minutes
Exploring Film Catalogs	10 minutes
Standards for Film Use	5 minutes
Preparing the Group to See The Conference	5 minutes
The Film Is Run	15 minutes
Discussion of Film	10 minutes
Review of Steps Taken in Film Use for Instruction	5 minutes
Uses of Guides Discussed	5 minutes
Summary and References	5 minutes
Closing the Workshop	5 minutes

A part of the evaluation of this workshop is furnished here as reference for our discussion.

	Low		Medium		High		Omitted	
	No.	%	No.	%	No.	%	No.	%
a. Leader's presentation of topic..	1	0.9	31	28	65	58	11	9.9
b. Discussion of key questions.....	8	7	56	55	41	36	3	2
c. Information gained..............	18	16	78	70	13	11	4	3
d. The film The Conference.........	28	25	49	43	32	28	4	3
e. Discussion of the film..........	11	10	53	46	46	41	4	3

Table I

At the evaluation session (See Appendix A, p.110) leaders reported that the opening discussion had gotten the workshop off to a poor start. Teachers had felt threatened and had resented use of the term "professional teacher."

Why the relatively low evaluation of the demonstration film and the discussion of it?

The film, The Conference, used for demonstration purposes is an open-ended film dealing with problems of human relations in school administration. The head of the French Department and a young teacher of French differ sharply as to methods of teaching and the high school principal calls them to his office to straighten the matter out. Developed by the University Council for Educational Administration, this film is included in a systematic program for the education of school administrators. Prospective administrators view it to consider its meaning for their own enlightenment.

Workshop participants were furnished with a somewhat fuller explanation of the film than has been given here and then were told that it had been selected for these reasons:

1. to show the use of the motion picture as an integral part of a systematic program,
2. to present an open-ended film which calls for discussion,
3. to use a film which explores attitudes and conflicts -- as contrasted with conveying information or developing skills, and
4. to demonstrate how a film might be used in professional education.

When the several evaluations of this workshop were reviewed (Appendix A, p.106) it was evident that the demonstration film had not served its purpose. Why not? In some instances this film struck too close to home and thus prevented objective consideration and free discussion. In some situations the manner of settling problems of human relationships shown in the film was so far removed from the experience of the viewers that it had seemed unrealistic. In yet other schools the film had proved interesting enough but the teachers were unable to translate the demonstrated principles of film use to their respective teaching areas and levels of instruction.

There was strong suggestion from the field that use be made of a more "everyday" film or possibly two short films. When the matter was discussed with workshop leaders, they favored use of a skill film and/or an information film for demonstrating film use as an integral part of a systematic program.

The overall rating of this program in terms of information gained was relatively low. It was noteworthy that a low rating was usually given by those who had reacted adversely to the content of the film. Apparently many teachers reacted to the film content rather than to the principles the film was used to demonstrate. Also noteworthy was the fact that a low rating was frequently accompanied by the comment that revision of the workshop should include instruction in the operation of the motion picture projector.

A common evaluatory comment was, "I knew all this before." This comment which occurred frequently in feedback information regarding various workshops was studied. Data indicated that among those who make this comment are many who actually do not possess this information. This matter has been discussed at greater length in "Results and Conclusions" (p. 47). However, since it was a factor to be taken into account in the revision of the program, the matter is discussed here, too. We have arrived at several possible explanations of why teachers say that they know something they actually do not know. Some teachers know the words, that is, they have the verbal knowledge; however, they cannot put it into practice. Some teachers are so insecure that they say they know whatever they think they ought to know. Yet others have used instructional films only as additives, to be used if time permits. Perhaps these teachers mean "I know all I want to know about film use."

Those charged with the revision of this program had other factors to consider. The revised workshop programs were to be reduced to one hour each: plans were underway for outlining an equipment operations program to be carried on either prior to or concurrently with the Packaged Program.

Elimination of the emotionally charged term "professional teacher" could be readily effected. Good "everyday" films could be used for demonstration purposes to replace The Conference. However, there still remained the problem of reaching the teachers who thought that they knew what they did not. These teachers might possibly be reached if principles were demonstrated in new and fresh ways and time-worn phrases were avoided. A choice of films would provide demonstration on a level and area with which the teachers could readily identify.

An entirely new program was designed. Its purpose was stated:

> The main purpose of this workshop is to discuss the instructional motion picture and sources of films. Emphasis is placed on the

film's use in teaching. The specific purposes follow:

1. Classifying three different ways the motion picture is used to instruct.
2. Noting various sources of motion pictures.
3. Stating four kinds of behavior sought in motion picture use.
4. Suggesting key steps in the effective use of instructional motion pictures.

Activity	Suggested Time
Introduction and Sound Filmstrip	30 minutes
Preparation for Film Use	10 minutes
The Film Is Shown	10 minutes
Follow-up Discussion and Close	10 minutes

The sound filmstrip that opened this workshop was developed to serve the following purposes:

I. Classifying and clarifying three different ways films are used in teaching

   a. total teaching
   b. integrated teaching
   c. enrichment

II. Noting sources of films

III. Noting four kinds of behavior which may be sought through the use of film

   a. communicate information
   b. communicate feelings and attitudes
   c. teach skills
   d. stimulate and guide thinking

IV. Suggesting ways of introducing the film

   a. problem census
   b. test

V. Focusing on teacher responsibilities in the follow-up

To provide each situation with a film suited to its needs, the leaders were furnished with full information on four alternate films in time to indicate their respective choices and receive the films which were supplied by the project through rental agencies. Guidance for the use of all four films was included in The Leader's Guide.

When the teacher evaluations (Appendix A p.160) were studied they revealed that following the use of this program teachers had a far better attitude both toward their experience and toward film use than they had following use of the original program. Comments were studied, along with the part-by-part rating of the program (p. 160).

Comments showed that content of the sound filmstrip was highly valued. However, the filmstrip was downgraded because of its slow pacing and lengthy discussion of particular frames.

The value placed on the film and the follow-up discussion of it was found to be closely linked with the particular film which had been screened. The film Latitude and Longitude received a consistently high rating. Such was not the case with any other film used. Also, in situations where this film was used teachers consistently gave a higher rating to "information gained" than was consistently given in other situations.

Why should the film Latitude and Longitude have done so much more for teachers than any of the other films? The other films, Chairy Tale, What is Space, and Current Events, were all good films. Had there perhaps been something different in the guidance furnished for the use of this film?

When the guidance provided for use of the four films was examined, we found that the guidance given for the film Latitude and Longitude was more tightly structured than that furnished for the other three films. The procedures for use of this film were so directed that the leaders could not omit or otherwise fail to give teachers the full benefit of the film demonstration and follow-up discussion. A further difference in guidance was that the film Latitude and Longitude was the only one which made use of the pre-test technique, one which proved to be new to many teachers.

While the guidance for use of all four films was carefully planned and outlined, the approach was different. How then should the data be interpreted? While information indicates that use of the prepared material (the pre-test) for motivational introduction and the structuring of the follow-up were the factors that helped teachers to get more from this film, the information is based on so few cases as to be inconclusive. However, this information influenced the revision of the film demonstration. Film guides were prepared for the leaders' use in preparing for the film demonstrations.

For example, "Information Gained" (p. 160) was the next item to be rated. It was rated much more highly than it had been on the original program. Responses to the question, "Can you think of ways in which this workshop program on the motion picture has influenced your thinking or may influence your teaching practices?" revealed changes in behavior and insights not shown after the first field test. Note these responses: "The necessity of choosing and pinpointing specific goals which selected films should help attain impressed this viewer"; "I realize I've been guilty of using films more for 'Enrichment.' I see I am neglecting possibilities in the 'Total' and 'Integrating' areas. Thank you."

Comments included many more indications that teachers were thinking constructively. For example, suggestions for revision included: give more specific examples of the film used for integrated teaching; use short films on two levels of instruction to promote teacher identification and discussion; preparation of some specific examples of films which teach skills, communicate information, etc., would be helpful.

There were still a number of teachers who downgraded "information gained" because they had not yet learned the operation of related equipment. (The equipment training program was not properly underway in several schools.)

Fewer responses indicated that "we've heard all this before." Some few of these were accompanied by helpful suggestions.

While desirable changes in the program were indicated as a result of Field Test No. 2, no drastic changes were called for.

In the final revision, the workshop period was divided:

Introduction and Sound Filmstrip	15 minutes
Preparation for Film Use	10 minutes
Showing the Film	10-20 minutes
Follow-up Discussion and Close	10 minutes

As a result of the interpretation of the evaluations, the following major changes were made in regard to the content of the program:

1. The sound filmstrip was revamped and reduced to 15 minutes running time. The taped explanations were sharpened and shortened and delivered at a more lively pace.
2. The bulk of the time is now given to the film demonstration.
3. Leaders are given a wider choice of films from which to select for the particular faculty group to be served. Instead of four films, there are eight. The eight were selected to provide two films which serve each of the four broad teaching purposes discussed in the filmstrip. In The Leader's Guide the films are grouped under these four categories and full annotations are furnished as was done before.

One major change was made concerning the guidance furnished to the leader. Special film guides were prepared for use with each of the films. The following excerpt from The Leader's Guide shows the nature of the guidance provided:

> You will select a film to meet the needs of teachers enrolled in your workshop. Some of these films are oriented towards specific grade levels. Others, especially those relating to attitudes and values, could serve teachers at many grade levels. Whatever the choice, remenber that the primary emphasis in the workshop is on how to use a film.
>
> The film will be chosen because it emphasizes one of the following purposes: (1) to communicate information, (2) to communicate feelings and attitudes, (3) to develop skills, or (4) to stimulate and guide thinking, set problems.

* * *

Teachers need guidance in selecting, showing, and following-up classroom use of motion pictures. To help you practice these competencies, guides were prepared for each of the films recommended. These guides are furnished beginning on page 30 of the Appendix. They illustrate the correct way to introduce, show, and follow-up the selected film.

* * *

First Case (Recapitulation)

In its original form the program for the workshop on the motion picture was a 90-minute program executed entirely by the workshop leader according to suggestions and directions furnished in The Leader's Guide. On the basis of evaluations resulting from Field Test No. 1, the program was redesigned. A 60-minute program containing the following features was developed:

1. The demonstration was somewhat more structured.

2. A sound filmstrip was prepared as the vehicle for presenting much of the information.

3. A choice among four films was offered so that demonstrations might be better suited to the interests of each school faculty.

Evaluations following Field Test No. 2 showed that this program was much better geared to the needs of the teachers; it was making significant changes in their thinking and teaching. From the evaluatory data, leads for further improvement were secured. Specifically, the final changes made were:

1. The points emphasized in the filmstrip were shortened and sharpened.

2. The choice of films was expanded from four to eight and classified according to broad purposes served.

3. The demonstration was programmed more tightly through use of guides specially prepared on each of the eight films.

As this program was revised again and again, to better suit the needs of teachers, it became both more tightly structured and more flexible. In its final form it is suited to meet the needs of teachers at every level of instruction.

Second Case

The second case to be followed in the step-by-step development of a workshop program is the first workshop in the series, the Workshop on Bulletin Boards and Other Displays. We decided that this program should demonstrate the multi-media approach. Therefore, a variety of materials was used to convey the desired information and ideas. A felt board was used to present the purposes of the workshop. A miniature Hook N' Loop Board was included in the kit to demonstrate this recent addition to the display medium. An opaque projector was used to show pictures of classroom use of magnetic boards, peg boards, and exhibits. Overhead transparencies and 2" x 2" slides showing bulletin board arrangements were used to develop principles of display and so forth.

When the evaluation session was held with the leaders of this workshop, they indicated that the equipment used had confounded their problems. Their written evaluations confirmed this. Study of these evaluations (Appendix A, p. 96) indicated that:

1. Several leaders had experienced difficulty in assembling the required equipment. At times the use of so much equipment had required driving some distance to borrow from other schools.

2. Use of so much equipment in their crowded quarters had been distracting and time-consuming because of poor physical arrangements.

3. Furthermore, because many teachers had been unfamiliar with the overhead and opaque projectors, the equipment had tended to compete with the content it was used to convey.

When the 122 Teacher Evaluations (Appendix A, p. 93) were studied they showed that the use of the variety of materials had been stimulating but distracting. The number of comments about the overhead and opaque projectors bore this out. Some few teachers indicated the variety of media used as the most interesting feature of the workshop.

To what extent this feature of the workshop may have interfered with learning is not known. However, the evaluations showed considerable change in teacher behavior during the month following the program. Part of this evaluation is given here.

Especially interesting were the activities which teachers reported having carried on as a result of the workshop (Appendix A, p. 93). Approximately one teacher in three had involved students in preparing displays; one in three had used displays more purposefully; five in six had become more critical of their own displays and of those arranged by others; one in four had experimented with the principles and tools of design; one in six had introduced new types of display into the classroom; one in six had evaluated displays in cooperation with colleagues; and one in six had tried to vary and otherwise improve the lettering on his displays.

Even though the workshop had markedly influenced teacher behavior, teacher reactions (Appendix A, p. 94) indicated that the cross-media approach itself had stolen the show. This approach might better be demonstrated at the last workshop when the overhead and opaque projectors would no longer be novel equipment. Other changes that were indicated included simiplification of some illustrative materials and shortening the program. Leaders

(Appendix A, p. 97) presented a case for use of a tape-recorded explanation to accompany the slides on principles of design. When this program was revised demonstration of the Hook N' Loop Board was retained. A sound filmstrip, produced in color, was made to carry most of the content which had been conveyed through use of overhead, opaque, and 2" x 2" slide projection.

When this revision of the workshop was evaluated the leaders (Appendix A, p.148) reported no special difficulties or distractions, The principal suggestion for change came from teachers (Appendix A, p.145). Noteworthy among these were for inclusion in the filmstrip of (1) a few frames to show a bulletin board arrangement from the planning stage to completion and (2) inclusion of more bulletin boards for group evaluation. Both changes were made.

Third Case

The third case study of the stage-by-stage development of a workshop program is the one on "Community Resources." This workshop was developed because of the demand from the field. It was placed at the end of the series so that processes and techniques learned in earlier workshops could be practiced in preparing for this session. Teacher-made materials should become integral parts of this program. Therefore, six weeks in advance of the workshop date a reel of blank tape, a roll of Kodachrome film, and a number of sheets of acetate for use in making transparencies were forwarded to the workshop leader along with directions for their use.

The second part of the sound filmstrip, the recorded committee meeting, was an experiment. It showed a committee of teachers developing a plan for organizing their school's community resources. Frames on the filmstrip served the same purpose as their chalkboard might have in the live situation. Teachers reacted favorably to the sound filmstrip but most unfavorably to the recorded meeting.

It was criticized so consistently that it was marked for deletion. Use of teacher-produced materials on local community resources far outranked other features of the program. In fact, four out of five teachers rated it quite high and leaders wrote enthusiastically about it. Discussion was rated low because "it robbed us of time which teachers wanted to spend on local productions."*

In the light of the evaluations of teachers (Appendix A, p.181) and leaders (Appendix A, p.184) the following changes were made when this program was revised: (1) the recorded committee meeting was omitted and key ideas from it were included in the filmstrip revision; (2) more time was given to the sharing of teacher-produced materials related to the local resources; and (3) directions and suggestions for the preparation and conduct of this feature of the program were revised and amplified (a) to involve more teachers in these activities, (b) to assure better coverage of local resources, and (c) to assure a purposeful and informative presentation.

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* This comment highlights the fact that an item might have been rated higher if time had not been limited. There was no unfavorable comment on discussion but it simply took time they would have liked to spend on local productions.

Summary

To summarize, the stage-by-stage development of three workshops was followed and analyzed. The first case was the Motion Picture workshop. Here reaction to content of the demonstration material (a film) interfered with attending to and learning from the demonstration. On the basis of teacher evaluation this program was revised again and again. With each revision it became both more tightly structured and more flexible, branching to meet the interests and needs of the various teacher groups.

The second case, that of the workshop on Display, showed that a cross-media approach may, in and of itself, be so novel that it becomes the demonstration rather than the vehicle with which to convey information and ideas. This program, too, was twice revised; first, to remove distractions by simplifying the content and reducing the variety of media, and, later, to amplify particular parts to conform to requests from the field.

The third case, the workshop on Community Resources, showed how a novel approach (the recorded committee meeting) may be clear and clever but unacceptable; the cleverness may strike viewers as artificial or unnatural. This case also pointed up the fact that teachers are challenged and interested when involved in (1) purposeful production, and (2) discovering that they have the know-how and the resources at their command. In the revised workshop program the offending approach was omitted, more time was given over to the sharing of amateur productions centered on use of local resources, and, finally, this part of the program was more carefully structured to enrich the experience for the workshop participants.

ARRANGING AND CONDUCTING FIELD TESTS

As aids to arranging for field tests, two mimeographed booklets were prepared, "The Administrator's Introduction to the Packaged Program," and "The Teacher's Introduction to the Packaged Program." They were alike except that the administrator's booklet contained an additional section, "The Administrator's Responsibilities in Connection with the Program." The administrator's booklet was used for making initial contacts with a school system or an individual school to acquaint administrators with the program and furnish a basis on which to decide whether or not to seriously consider participation. If a decision was made to pursue the matter, the building principal was asked to distribute to teachers copies of the teacher's booklet, discuss the program with them, and have them participate in reaching the decision regarding the school's participation. It was made clear that no school should be involved unless the teachers had participated in making the decision.

Two field tests were conducted. The first was scheduled January-June 1964; the second, October, 1964 - May, 1965. While the general purpose of each was to evaluate the effectiveness of the self-administerable program and the guidance for carrying it out, there were essential differences in specific purposes. These will be noted in the presentation which follows.

Field Test No. 1

The general purpose of this field test has been stated. The specific purpose was to work closely with the leaders and assistant leaders of each workshop separately to find out (1) ways of helping teachers conceptualize leadership as a function, (2) the attitudes of teachers toward audio-visual education in general and toward this program in particular, (3) the audio-visual background and proficiency of teachers, and (4) the strengths and weaknesses of each workshop program and each leader's guide, and leads and suggestions for the improvement of these instruments.

Eleven sample schools were involved in this field test. Results were desired from a sample of ten schools. The eleventh school was added as an insurance measure in case a school dropped out before the test was completed. Sample schools were selected with reference to two factors: (1) obtaining an adequate representation among teachers of different levels of instruction and (2) assuring that school faculties were sophisticated enough to work with the project staff in a knowledgeable manner. These schools had to be drawn from the vicinity of Columbus, Ohio, to make it possible for workshop leaders to attend the meetings scheduled at The Ohio State University for them.

Contacts were made with the central administration of the Columbus, Ohio, Public Schools, the Catholic School System, and the Franklin County School Office. The parochial schools decided to delay participation until the second field test. Administrative personnel in the other two systems helped in locating schools which might be interested in taking part in the field test. Arrangements were made by the project staff to call at these schools, explain the program, and, if the principal was interested, leave copies of both the administrator's and teacher's booklets. In some cases a member of the project staff was asked to meet with the school faculty to answer questions about the program before a decision was reached.

The levels of instruction represented by the 11 schools which made up the sample are presented in Figure 5.

LEVELS OF INSTRUCTION REPRESENTED BY SAMPLE SCHOOLS
Field Test No. 1

Sample Schools	1	2	3	4	5	6	7	8	9	10	11
Levels of Instruction											
Elementary			x	x	x	x	x			x	
Junior High			x				x	x	x	x	x
Senior High	x	x					x	x	x		x

Figure 5

The principals of the schools asked eight highly qualified teachers to serve as workshop leaders. Because this field test made considerable demands on leaders, in addition to their leadership roles, they might arrange to receive college credit for the work entailed. This had been explained in the booklets issued to the schools. About half of the leaders enrolled for college credit.

The extra work required consisted of preparing for and attending five meetings with the project staff at The Ohio State University. The first of these was an orientation meeting attended by all leaders, their school principals, and other administrative personnel who came in response to a general invitation issued some weeks earlier. The purpose of this meeting was to acquaint leaders with their counterparts from other schools, to discuss and clarify the purpose of this field test and the responsibilities of the leaders and assistant leaders.

The other four meetings required were those directly related to the two workshops for which a teacher-leader had responsibility. He attended two meetings in connection with the workshop for which he served as leader and two in connection with the workshop for which he served as assistant leader.

The first of these meetings for each workshop group was held approximately one week before the scheduled workshop. At this time the workshop program was demonstrated and discussed, workshop kits were distributed, *The Leader's Guide* was discussed, and a dry run was recommended as partial preparation for the workshop. The second meeting was held approximately one month after the scheduled workshop. The purpose of this meeting was to obtain from the leaders their evaluation of the overall plan of operation, *The Leader's Guide*, and the particular workshop program, and their suggestions for ways to improve these instruments.

Leaders had been instructed in advance to prepare for this meeting by familiarizing themselves with the evaluations they had collected (teacher reactions to the program and their own reactions recorded on evaluative forms distributed for the purpose). Also they had been asked to be prepared to give honest, hard-hitting criticism and thoughtful suggestions about the workshop program and *The Leader's Guide*. They did just that. A sample of the summarizing notes taken at these sessions is reported in Appendix A, p.110.

After the workshops were completed, forms were sent to the schools to get an evaluation of the program as a whole; one form was used for teachers and one for the principal and/or audio-visual coordinator.

Field Test No. 2

The purpose of this field test was to evaluate the program and guidance for conducting it under the conditions which would prevail when the program was put into general use. Therefore, leaders were given no guidance other than that furnished in *The Leader's Guide*. Kits were mailed or sent by Railway Express to reach the workshop leaders about two weeks before their scheduled workshops. Self-addressed, stamped envelopes were included along with the evaluation forms and directions for their use and return to the project office. Also included was postage for return of the kit approximately a month after the workshop date. Directions for particular workshops which required long-time advance arrangements were sent directly to the leaders prior to receipt of the kit.

The sample included 11 schools scattered over the state of Ohio. These schools were recruited in the following manner: Initial contact was made with the central administration of a number of school systems of various types, ranging from small, fairly isolated rural districts to large city systems. "The Administrator's Introduction to the Packaged Program" was enclosed with a letter. The letter stated that only a limited number of schools could be accepted in the field test and inquired if a school within the system might be interested in participation. It was explained that if a school were definitely interested, a member of the project staff would arrange to call on the principal, answer any questions he had about the program, and leave copies of the teacher's booklet for distribution to aid in making a decision. This procedure was carried out and schools were accepted in the order they notified the project of their decision to participate. At the last it was necessary to be selective to maintain a balance among levels of instruction.

The levels of instruction represented in the 11 schools are presented in Figure 6. Represented were schools located in fairly isolated areas and schools in large city systems; well-equipped and ill-equipped schools; schools with full-time audio-visual directors, with part-time audio-visual coordinators, and with no one assigned to audio-visual responsibilities; and public and parochial schools.

LEVELS OF INSTRUCTION REPRESENTED BY SAMPLE SCHOOLS
Field Test No. 2

Sample Schools	1	2	3	4	5	6	7	8	9	10	11
Levels of Instruction											
Elementary	x	x			x			x			x
Junior High				x		x	x				x
Senior High			x						x	x	x

Figure 6

At the close of the series of workshops forms were sent to the schools to get an evaluation of the program as a whole. Also, a member of the workshop staff called at each school by appointment and held two meetings, one with the ten teachers who had served as workshop leaders and one with the principal and/or the audio-visual director. The purpose of these meetings was to get reactions and evaluative comments which cannot be obtained except through personal conference. A summary of the notes taken at these conferences is presented in Appendix A, p. 91.

DEVELOPING THE EVALUATORY PROCESS

This project aimed to use the evaluations made by teachers as the basis for revising the program and tailoring it to meet teacher needs. To obtain the information required the following aspects had to be evaluated: (1) the Program as a whole, (2) each workshop, and (3) each Leader's Guide.

The nature of the data sought--personal reactions and hard-hitting criticism--made necessary the extensive use of item analysis and open-ended questions requiring statement responses. The following instruments and techniques were used:

- Evaluation forms prepared by members of the project staff
- Sessions scheduled with the leaders of a particular workshop to obtain evaluatory comments, criticisms, and suggestions
- Comparable meetings held with the school's administrative head and/or the audio-visual director
- Notes and comments jotted in The Leader's Guide which were returned after the workshop
- Unsolicited verbal comments and letters received by members of the project staff

People usually resent filling out a long form so much that many fail to respond. However, if a form is short and requires a minimum of writing, a greater number of people may be expected to respond. Therefore, we decided to keep the forms short, to make use of item analysis, filling in blanks, etc., whenever feasible, thus reducing to a minimum the need for writing. However, it was desirable to keep the channels open for eliciting every reaction, therefore, provision was made for obtaining responses in various forms.

The forms used for evaluation during Field Test No. 1 included:

Evaluation Sheet for Workshop No. 2, Field Test No. 1
Questions Regarding Workshop No. 2, Field Test No. 1
Evaluation of Leader's Guide No. 1, Field Test No. 2

Samples of these forms are furnished in Appendix B, p. 211-214.

These forms were included in the Workshop Kit with directions. The leader was expected to *distribute, collect, and study the Teacher Reaction Sheet* (he and the assistant leader were directed to fill out each of the other two forms independently), then report on the various evaluations when he came to the evaluatory session held on the campus approximately a month after his workshop. At the close of this meeting all forms were left with the project staff for analysis. At the same time The Leader's Guide and any additional notes or comments were submitted for processing.

To have a record for analysis of these campus sessions, both tape recording and shorthand notes made by one of the professional staff were tried out. The taping was discontinued when it was found to interfere with free expression and open discussion.

Evaluations of the workshop as a whole were obtained by use of two forms:

Final Evaluation of the Packaged Program, Field Test No. 1
(Form for Use of Principals)

Final Evaluation of the Packaged Program, Field Test No. 1
(Form for Use of Teachers)

Sample forms are furnished in Appendix B, p. 214-216.

These latter forms were delivered to the school principals who were asked to delegate responsibility for their distribution and collection and have them returned in the stamped, addressed envelope that was furnished with the forms.

The evaluation of the program during Field Test No. 2 was carried on in a different manner. There were no contacts whatsoever between workshop leaders and the project staff during the course of the program since this field test was a rigorous test of the adequacy of the self-administration of the program. Included in the kits along with the three evaluation forms (the ones returned by leaders in Field Test No. 1, at their scheduled evaluatory meetings) were stamped, self-addressed mailing envelopes for return of the forms.

These three evaluation forms were comparable but not identical with those used in Field Test No. 1. In some instances a change of form was necessary because of the change which had been made in the paricular program. Sample forms are furnished in Appendix B, p.219. After the program was completed, the final evaluation forms were sent to the school principals as had been done in Field Test No. 1.

Mrs. Myers scheduled a visit to each of the subject schools to (1) meet informally with the workshop leaders to obtain their reactions to the workshop program and The Leader's Guide and (2) meet with the principal and/or audio-visual director to get their estimates of the value of the program or parts thereof.

ASSEMBLING MATERIALS FOR INCLUSION IN THE KITS

Commercially produced materials were used in three different ways; i.e., (1) screened with intent to purchase or rented for use in particular workshop programs, (2) purchased for inclusion in particular kits, and (3) purchased as expendable items to be used either for production or for the daily operation of the office. All purchase and rental orders were made up at the project office and processed in the business office, The Ohio State University Research Foundation.

Audio-Visual Materials for Screening

Shortly after the project office was opened, letters were sent to all major producers of audio-visual materials briefly stating the nature and purpose of the project along with eight workshop topics. We requested not only the most recent catalogs but we also asked for information about any item in production relative to these topics. Catalogs and responses to these letters, Educational Film Guides, Sources of Teaching Materials, DAVI bibliographies, audio-visual periodicals, and so forth, were consulted to locate information on materials for screening. Promising materials were ordered and screened by a research associate whose report was sent to the programmer of the related workshop so that he might judge whether or not to screen for possible use. A similar procedure was used for selecting printed matter, except that it was delivered to the programmer of the workshop.

Purchase of Materials

In Figure 3, the "Materials" column shows that the deadline date for the receipt of orders for materials to be included in a particular kit was scheduled eight weeks in advance of the date when it had to be labeled for packaging. Programmers were notified of this date and sent reminders to prevent delay. Even so, rush orders had to be personally handled because someone had missed the due date. It will be noted in the Figure that orders were checked at the beginning of the third week to make certain they had been processed and sent out. If orders could not be filled or re-ordering was necessary for any other reason, it was done at once. If materials had not been received by the fifth week, the business office checked by telephone or special delivery.

Processing and Packaging Materials

When materials were received they were stamped with the project stamp, labeled, and numbered Copy No. 1 through 11. Each school was assigned a number, 1 through 11. Copy No. 1 of all materials was issued to School No. 1. This was done so that materials might be readily checked off when returned or traced if not returned.

Packing Kits

The materials for inclusion in a kit were assembled and checked against the master list of materials to be included. One packer assembled the materials for a kit and a second person checked it against the master list and packed it. Kits were picked up (Field Test No. 1) or mailed out (Field Test No. 2) so that leaders had them one week (Field Test No. 1) or two weeks (Field Test No. 2) in advance of the scheduled workshop.

Inventory

When kits were mailed, self-addressed mailing labels and return postage were enclosed. A check sheet was prepared (expendable items were omitted) so that when kits were returned an inventory was compiled as materials were checked off. The missing number served as a key to what school should be notified. A form was prepared for this purpose so that the missing item could be entered by title, copy number, and workshop.

Packaging

The ideal packaging for the kits was not located until after the field tests were over. Search had been made but we were not satisfied with the best packaging we had found. Finally an almost perfect package was located. It is shown in Figure 9. Note the handles for carrying; the slip-out tray to hold printed matter or demonstration material; and the layer of pocket areas, exactly right for packing tapes, filmstrips, slides, transparencies, etc. This particular carton was manufactured by Design Associates, Muncie, Indiana.

PRODUCTION OF MATERIALS

The production of several items had to be coordinated to meet commitments for Field Test No. 2. Figure 7 shows the alternate plans and dates of workshops. Figure 8 shows the production schedule worked out to meet commitments. It was too tight a schedule. Figure 3 shows the satisfactory schedule used in the next revision.

It will be noted that eight weeks was established as the minimal length of time in which one should expect to get the materials packaged after the author's manuscript for the LEADER'S GUIDE is ready for final typing. The manuscript could not be completed until the filmstrip script had been prepared because the script was contained in the guide. Commerical materials had to be decided by this date both for listing and for explanations in the guide and also to assure delivery to meet our schedule.

THE LEADER'S GUIDE

The Leader's Guide was designed to enable the workshop leader (1) to use the selected materials and prescribed procedures to attain the stated objectives of the particular workshop, (2) to use these materials and procedures naturally and expertly--to make them his own, and (3) to serve later as a resource person on the subject of his workshop. To use this guidance effectively leaders should understand leadership as a function, therefore, we decided that a section of the guide should deal with the role of the leader.

Preparation of the guides could not get underway until there was general agreement on (1) what behavior is expected of leaders and (2) what guidance is necessary to bring about the desired behavior.

SCHEDULING WORKSHOPS, FIELD TEST NO. 2
(Meeting held any day of the week indicated)

Alternate Plans

Orientation Meeting - Week of September 28, 1964

PLAN NO. 1

This plan consists of two groups of five workshops, with the workshops within each group to be scheduled weekly. The schedule follows:

Week of		Week of	
October	5	February	8
	12		15
	19		22
	26	March	1
November	2		8

PLAN NO. 2

This plan consists of two groups of five workshops, with the workshops within each group to be scheduled bi-weekly. The schedule follows:

Week of		Week of	
October	5	January	11
	19		25
November	2	February	8
	16		22
	30	March	8

PLAN NO. 3

This plan consists of 10 meetings with two workshops scheduled in each of five half-day sessions between October 5 and March 1.

Figure 7

SCHEDULE AND DATES FOR FIELD TEST NO. 2

Workshop	Materials Order Deadline	Final Copy to Typist	Paste-up to Research Foundation	Kits' Contents Marking & Packing	Kits' Shipped to Schools
1. OVERHEAD PROJECTION	Aug. 10	Aug. 24	Sept. 1	Sept. 15	Sept. 20
2. FLAT PICTURES & OPAQUE PROJECTORS	Aug. 17	Aug. 31	Sept. 12	Sept. 24	Sept. 28
3. BULLETIN BOARDS & OTHER DISPLAYS	Aug. 24	Sept. 7	Sept. 14	Sept. 28	Oct. 5
4. THE CHALKBOARD	Aug. 31	Sept. 14	Sept. 21	Oct. 5	Oct. 12
5. FILMSTRIPS & 2" x 2" SLIDES	Sept. 7	Sept. 21	Oct. 3	Oct. 12	Oct. 19
6. THE MOTION PICTURE	Nov. 23	Dec. 1	Dec. 14	Dec. 23	Dec. 28
7. RECORDINGS AND RADIO	Dec. 1	Dec. 7	Dec. 21	Jan. 5	Jan. 11
8. TELEVISION	Dec. 14	Dec. 21	Jan. 5	Jan. 20	Jan. 25
9. PROGRAMMED INSTRUCTION	Dec. 21	Jan. 4	Jan. 18	Feb. 3	Feb. 8
10. COMMUNITY RESOURCES	Jan. 4	Jan. 18	Feb. 1	Feb. 15	Feb. 22

Figure 8

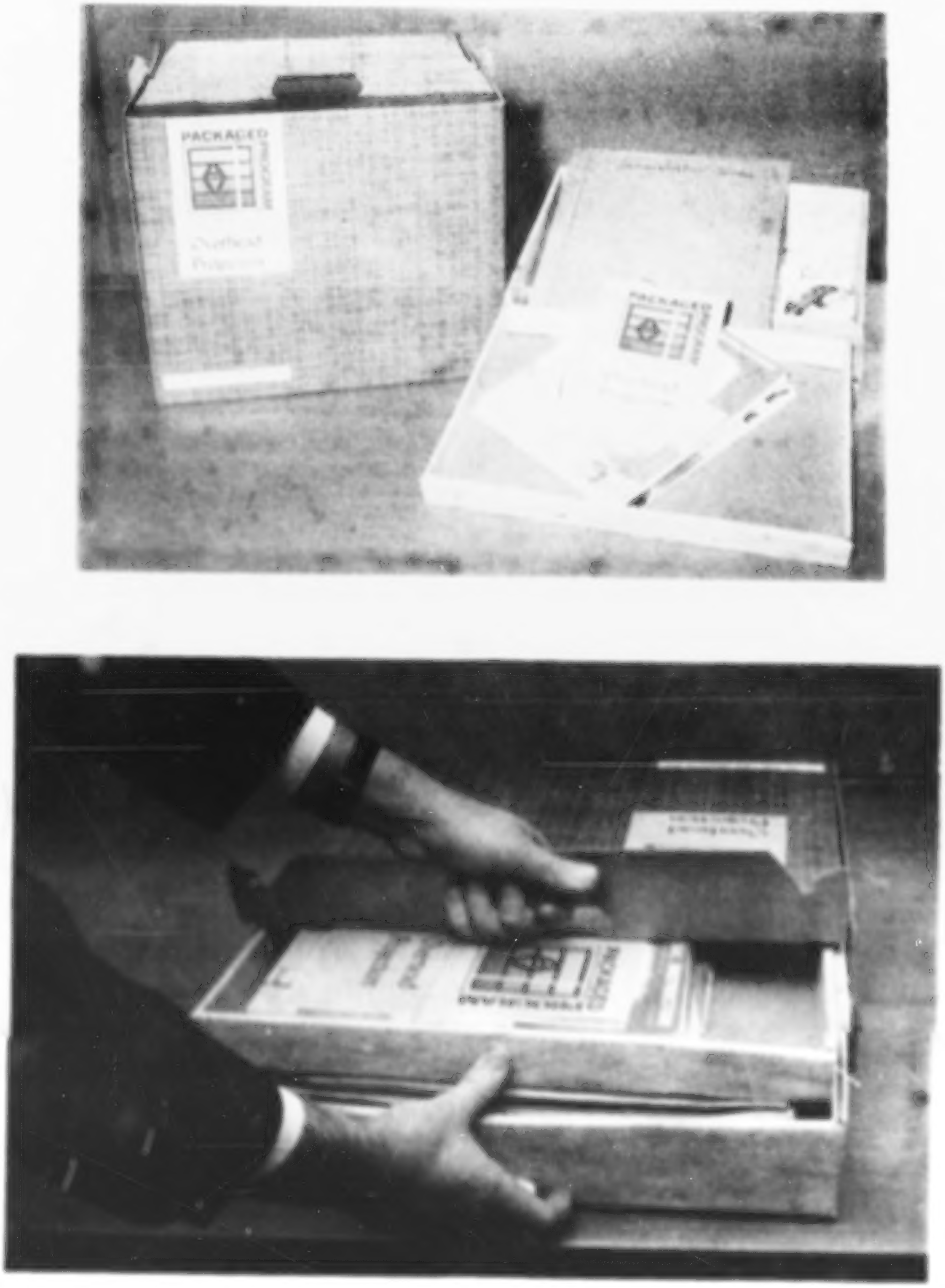

Figure 9 - Photograph of Packaged Kit

Excerpts from the notes made as these matters were considered by the staff are furnished here to show just how specific and detailed the staff thought directions should be.

The leader should:	The Leader's Guide should:
Create a climate for learning	Indicate the physical arrangements for comfort and convenience; indicate ways to establish a relaxed, friendly spirit of mutuality.
Stimulate interest	Provide suggestions for a "teaser" or conversation piece. Suggest a show of interest and enthusiasm--it is "catching."
Be dynamic and forceful in opening workshop	Provide an interesting opening.
Prepare adequately for giving a smooth performance	Include special sections "Aids to Preparation, etc." and "The Workshop."
Master content for expressing it in one's own words, prepare necessary notes	Require a full-scale dry run to perfect performance, class notes, arrangements.
Make only such alterations in the program as may be indicated as permissable	Provide clear statements regarding procedures.
Conduct the workshop on schedule, open and close on time; present purposes of workshop and proceed in vigorous, dynamic manner.	Provide approximate time required for each activity. Furnish clear, complete directions, with proper bridging from one activity to the next. Make directions readily distinguishable from the content to be presented.

* * * * * * * * * * *

The content of The Leader's Guide was outlined next. Parts of it would be significant for the leaders of every workshop. These parts were standardized. Those parts germane to the particular workshop were written by the investigator responsible for the workshop. The sample format agreed upon and distributed to members of the staff for reference follows:

SAMPLE FORMAT -- 2

TABLE OF CONTENTS	(Source of Material)
Use of the Guide..	Standard
Role of the Leader..	Standard
Aims and Purposes of the Program..............................	Standard
The Workshop (Standard first paragraph).......................	Investigator
The Workshop Schedule....................................	Investigator
Leader's Discussion Notes................................. (List major headings below)	Investigator
Notes for Assistant Leader (if needed)..................	Investigator
Selected References..	Investigator
Other Materials (varies with topic, i.e., Language, Laboratory Diagrams, Classroom Receiption of ITV).......	Investigator
Aids to Preparation and Operation of Workshop................	Investigator
Guidance for Serving as a Resource Person....................	Investigator
Guidance for Evaluation Procedures...........................	Standard

The guide developed for use in the first field test had the following characteristics:

1. Directions to the leaders were "printed" in capital letters to make them readily distinguishable from the content to be presented.
2. The section, "The Workshop" was presented in script form, much like a radio script.

It will be recalled that one reason for working closely with the leaders was to elicit reactions to the guidance offered. The form for evaluating the guide distributed to the leaders and assistant leaders is shown on p. Results of the several evaluations are reported workshop by workshop on pp. 59-62.

At the third evaluation meeting with leaders, cumulated evaluations showed that content presented in script form tempted leaders to memorize it or read it aloud instead of using it as a basis for developing explanations in their own words. At their suggestion very full notes were substituted for the script and were found to be more satisfactory.

Evaluations indicated that the standard parts of the guide were clear and that the sub-headings were quite helpful in locating desired information.

Evaluatory reports requested an accounting of the amount of time required for preparation for the workshop, any changes made in the workshop content or procedure, etc. Data obtained from these reports showed that:

1. Leaders spent from three to twelve hours preparing for a workshop, an average of four to seven hours.
2. The dry run was used consistently as a part of preparation except in instances where borrowed equipment could not be obtained for practice.
3. A few leaders made unwarranted changes, i.e., delivered a lecture of his own making; substituted slides taken on a personal trip for those in the kit.
4. Most leaders had worked hard to carry out the workshop as planned and had performed creditably.
5. Difficulties encountered fell into three categories; i.e.,
    a. obtaining and operating equipment involved
    b. getting discussion and participation after one hour's time (teachers were too fatigued to continue effectively).
    c. getting teachers to return evaluation forms--a common complaint was "Even those who said they enjoyed the workshop very much let me down."

Recommended changes pertained mostly to clarification of details regarding a particular aspect of a given workshop. In general, leaders felt that they could have conducted the workshop with the help of The Leaders Guide only. The demonstrations provided for Field Test No. 1 were unnecessary because the guides were so complete.

When the guides were revised for use in Field Test No. 2, the following changes were made:

> Format: 6" x 9", offset printing. Printed on both sides and stapled into a colorful cover with insignia and title printed in a second color. Script type was used to set directions apart from the content.

The following additions were made:

a. When a sound filmstrip or a recording was used in a workshop, the script for it was included in the guide.

b. Copies of any items to be distributed at the workshop ("Summary of the Workshop," for example) were made a part of the Appendix.

The Leader's Guide would not serve its function if it did not carry a complete and accurate listing of items included in the kit and directions for their use. At times last-minute changes had to be made because the desired item was temporarily out-of-print, etc. Since we were operating on a tight schedule and mimeographing is a quick process The Leader's Guide was mimeographed for use in Field Test No. 1.

Decision to change to offset printing for duplicating the guide for use in Field Test No. 2 complicated the problem of making up the guide since offset printing is a longer process than mimeographing. Furthermore, production of both more and more complicated items to be used in a particular workshop had to be coordinated with the production of the guide.

Copy for offset print is typed and pasted up in dummy form for printing. This is usually done by the printer but may be done before copy is sent to the printer. We needed to keep the copy where changes might be made because of problems of coordinating activities with content of the guide, therefore, we decided to prepare all copy for printing at the project office. This was possible because the project secretary was experienced in preparing copy for offset printing. Additional typing help was obtained. To have the guides and other printed matter ready for labeling and packing to meet commitments, the schedule shown in Figure 8 was worked out. This schedule was maintained and material was mailed out on the scheduled date with one exception.

Figure 3 shows that eight weeks was the minimum time in which booklets, filmstrips, recordings, and commercial materials could be assembled after the author had completed plans for the workshop, prepared copy for The Leader's Guide, and had his filmstrip material almost ready for processing. Figure 3 also shows the week-by-week progress in the development of booklets and the checking required to coordinate production of all material to be included in the kit.

The evaluation forms developed for Field Test No. 1 were also used during Field Test No. 2 to obtain reactions to The Leader's Guide. The evaluations are reported on pages 62 - 64. No modifications were suggested for the standard parts. The extra set of leader's notes was not considered appreciably helpful. Inclusion in the guide of a copy of materials distributed and of tape and filmstrip scripts was found to be very helpful. No major changes were recommended. A few modifications in guidance for particular workshops were suggested.

When The Leader's Guide was put into final form, the format used for Field Test No. 2 was retained. Use of a second set of leader's notes was dropped. A production schedule comparable to that used in the first revision was prepared to coordinate the revision of allied materials with the appropriate guide.

SOUND FILMSTRIPS

The preparation of several sound filmstrips in color was one of the major activities involved in revising the program for Field Test No. 2. When the investigator who had assumed major responsibility for a particular workshop program decided to use a specially produced filmstrip as a part of the workshop program, he assumed major responsibility for its preparation. Sometimes the investigator worked through the planning stage alone and sometimes in collaboration with a research associate. In either case the author(s) began by outlining the specific purposes to be served and the teachable units to be included. The next step was outlining the frame-by-frame content and a tentative script. At this point the plan was critically considered by the staff and, if judged to be satisfactory, production was started.

An assistant made arrangements for the preparation of the necessary art and photographic work. When this work was completed, eight tables, slide sorters, or slide projectors placed side by side were used to determine the best among the photographic shots of the same subject. When the frame-by-frame content was determined, the script was put in final form for recording. A check was made to see that script and picture materials were synchornized before the picture sequence was sent for filmstrip printing.

Preparing the content material for filmstrip production required services of both artists and photographers. Art work used as filmstrip frames was prepared by the Chart and Graph Service, Teaching Aids Laboratory. The photographic work was done by the Still Picture Division of the University's Department of Photography. When difficult copying was involved or accuracy of color was of critical concern (i.e., reproduction of study prints in full color) original copy was sent directly to the filmstrip producer for the entire processing.

Filmstrip Production

To use the skills of the artist and photographer to best advantage, it was necessary that either the author or his assistant meet with them individually. The purpose of the conference with the artist was (1) to establish mutual understnading of precisely what meaning the particular frame was expected to convey, (2) to establish limits within which the artist was free to move (color, style, etc.), and (3) to establish fees and set dates for conferring about the rough draft and for delivery of the final product.

The conference with the photographer was scheduled to achieve the same purposes. To judge his equipment needs on an assignment, the photographer should be given full background on the details, such as purpose, content, physical condition under which work will be done, etc. Time was saved when this procedure was followed. Haste made waste on those occasions when the conference was skipped in an attempt to speed up the process.

Some of the desired pictures were copyrighted products for which reproduction rights had to be requested. When permission was granted a fee was not often charged. A written statement of permission was requested and the picture was not used until the permission for reproduction had been received and placed on file.

Arrangements for the actual printing of the filmstrip were made with the Society for Visual Education, a firm which produces filmstrips on a contract basis. Answer prints were received from seven to ten days after receipt of the copy and duplicate prints were received from five to seven days after the test print had been approved. When arrangements were first made with the producer we were remiss for we failed to request samples of choices of type of animation and choices for background color. Unless choices are specified in each order, the producer will make his own judgments. We learned the hard way.

A standard form was prepared for use in recording the content of a given filmstrip for the publisher. Introductory and end frames, as well as subject matter frames, were listed and numbered in sequence along with any particular specifications. Each frame number entered on the form carried a coded reference to show from what types of material the frame was to be produced--art work, photograph, 2" x 2" slide, directions for animation, etc. (The particular material in question was boldly labeled with the same number before shipping to the producer.) Following the number, a brief description to identify the content of the frame was provided. The following is a sample entry:

S 7	Youth in museum records information
Ph 8	Class group studies a loan exhibit including Colonial artifacts

S=Slide Ph=Photograph

A second copy of this form was filed within reach of the telephone. This proved to be quite useful. Direct communication is necessary when questions arise regarding filmstrip production. When it was necessary for the producer to inquire about a certain frame, communication was immediately established because both he and the project director had full and identical information before them. This form was equally valuable when it was necessary to discuss changes to be made in certain frames in test prints.

When the two test prints were received, they were sent to the author for approval. To make frame-by-frame judgment, use of two slide projectors placed side by side is required. When the filmstrip is screened in this way in a classroom, the physical qualities of the print are more readily compared and evaluated for classroom use. Usually one of the two prints was satisfactory, the faults were specifically noted for correction and discussed with the publisher. When corrections had been made, a second set of test prints was screened.

ART WORK

The necessary art work was arranged with the University's Chart and Graph Service on a contract basis. Costs, delivery dates, approval of rough draft work, and the like, were agreed upon before the work was started.

The art work included sketches for duplicated materials, art work for filmstrip frames, silk screen prints, designs for the covers of printed booklets, and a number of overhead transparencies. When orders were placed for these items, a consultation was held with the artist (1) to discuss the job to be done and to get his helpful suggestions and (2) to establish the limits within which he was free to move.

On one order of three transparencies we failed to establish the limits with regard to a copying job. Because this was a matter of copying we *thought* it was clear that the colors in the original would be reproduced but we did not stipulate that the colors exactly suited our purposes. As a result we received three vividly colored versions of the original, beautiful but ill-suited to our particular needs. Thereafter limitations were recorded and made a part of the order.

TAPE RECORDINGS

Arrangements were made with the Recording Studio, a service center which is a part of Teaching Aids Laboratory to produce all tape recordings -- including those which carried the sound for the sound filmstrips. Since this studio is staffed to handle a large volume of recording, appointments for making the master copy do not have to be made long in advance. However, serveral days intervene between approval of the master copy and notification that duplicates are ready to be picked up.

While use of the voice of the investigator who prepared the script provides a desirable personal touch, this is not the paramount consideration. Voice quality must take precedence. To assure good diction and excellent voice quality most of the investigators preferred to have the script recorded by a professional, hired for the purpose. The professional recorder was asked to read the script aloud for the script writer to learn where to place emphasis, to convey the writer's interpretation. Professional "voices" were located through the University's Department of Speech or Radio and Televesion Stations.

For making the sound filmstrip recording three double-spaced typed copies of the script were used. One was used by the recorder, one by the recording technician who supplied the sound signal for change of filmstrip frame, and the third by the aural proofreader who listened for substitutions, omissions, etc.

Before duplicates were made the recording was checked (1) by the script writer for interpretation and (2) by an assistant to see that it matched the written script included in *The Leader's Guide*. Each duplicate was played back to check for technical quality before it was labeled and packed for distribution.

EQUIPMENT OPERATION TRAINING PROGRAM

Evaluations from Field Test No. 1 revealed that lack of skill in operating the equipment involved had prevented teachers from applying their recently acquired knowledge. Furthermore, comments made by teachers indicated that they were disappointed because training in the operation of equipment was not a part of The Packaged Program.

It was imperative, therefore, that we develop an equipment operation training program designed to teach and reinforce knowledge of the principles and techniques of effective utilization of the various instructional materials.

Operation of the equipment involved cannot be taught at a session where a group is learning the effective use of a particular material of instruction. The operation of the related equipment should be taught before the utilization session (1) to enable teachers to understand brief references to equipment operation made during the discussion of use of the related material and (2) to enable teachers to give their individual attention to the use of the material under study. Further, equipment operation can be demonstrated in a group of 20 to 30; it can be taught only when groups are small enough for every learner to actually operate the piece of equipment. Moreover, mastery of equipment operation requires follow-up practice sessions.

Mr. Sidney C. Eboch, author of Operating Audio-Visual Equipment, was scheduled to join the staff at the beginning of the academic year 1964-1965. It seemed wise to use his knowledge and experience in preparing a handbook which would provide schools with guidance for the necessary training program. Meanwhile, materials had to be prepared and distributed to schools for Field Test No. 2. As a temporary measure the following information and suggestions were included in "The Administrator's Introduction to the Packaged Program" as a part of the section "The Administrator's Responsibilities in Relation to the Packaged Program."

* * * * *

PROVIDING ALL TEACHERS WITH TRAINING IN THE OPERATION OF ALL THE AUDIO-VISUAL EQUIPMENT USED IN THE SEVERAL WORKSHOPS

This training is essential if teachers are to be expected to make full use of the school's audio-visual equipment. It was not required in connection with Field Test No. 1. However, as soon as teachers learned the potentialities of the instructional materials which involved use of these pieces of equipment, they requested such instruction.

Obviously, this training must be given to but a few teachers at a time. It will serve its purpose best if given either just prior to the series of workshops or interspersed among them.

Your school may represent one of those rare situations in which every teacher has mastered the operation of every piece of audio-visual equipment. In this case, it would be helpful to arrange a brief "refresher" session to make sure that every teacher is still thoroughly familiar with the operation of each piece of equipment. However, most schools will have to set up a training program. The major part of the training may be done by the audio-visual coordinator. If carried on by one person, training might be a long, drawn-out process. An alternate plan would be to get help from trainees. When individuals have gained sufficient proficiency in the operation of equipment, they will gain valuable additional experience by launching an "each-one-teach-one" program. It may be advisable to set up a plan where each of these newly trained "operators" takes a particular piece of equipment as his major teaching responsibility. With several persons sharing responsibility for the training program in this manner, schedules for instruction may be flexibly planned and no one person will be over-burdened.

If there is no audio-visual coordinator in the building, the principal will undoubtedly be able to locate among his staff a few teachers proficient enough in the operation of certain pieces of equipment that these individuals can be scheduled to get the "each-one-teach-one" plan under way. In the event that no one in the building knows how to operate a piece of equipment, the school might call on a local dealer to teach the operation of this piece of equipment to a few teachers who could then pass on to others their newly acquired skill.

* * * * *

That the above material fell far short of helping schools initiate a program of equipment operation was evident from the evaluatory comments returned after the first few workshops. The suggested plans had not been sufficiently systematized and outlined. Therefore, they had not been carried out.

Mr. Eboch's handbook, Equipment Operations Training Program, was not ready for distribution until the workshops were well under way. Some participating schools reported having used this handbook to great advantage while others reacted more to its potentialities than to extensive experience with the use of the program. In either case, evaluative comment indicated that the handbook was rated highly. The equipment operation training program was recognized as essential to the long-term success of the in-service audio-visual workshops. The sections from the handbook are listed here to indicate the practical approach which was used and found to be so helpful.

To the Principal
Immediate Actions
Audio-Visual Equipment Involved
Kind of Training Proposed
How Much Time It Will Take
Teaching Materials to Use in This Program
How Much of What Is Needed and When

How Much Space Is Required
What Is Meant by a "Training Station"
"The Minimum" Facilities
Key Questions Operators Need to Know about Equipment
Key Questions about Equipment Utilization
Some Guiding Principles for the Operational Phase of Training
Appendix
    Recommended Readings
    Visual Materials for Equipment Operation
    Equipment Operation Checklist

MATERIALS FOR DUPLICATION

The manual, Materials for Duplication, contains (1) all of the materials prepared for duplication and distribution at the various meetings scheduled in connection with The Packaged Program and (2) the evaluation forms for use in connection with each workshop. For the convenience of administrators and workshop leaders, materials are grouped workshop by workshop, with standard items listed first and other items listed in the order of use.

This manual was prepared as an economical means of providing these materials. Each school can duplicate only the number of copies required for use instead of having to purchase a standard lot. Also these materials can be duplicated locally at much less cost than copies could be prepared, packaged and shipped from a central production center.

Part of the "Table of Contents" is reproduced here to show the nature and variety of materials included.

Introduction

Orientation Meeting
    Introduction to the Packaged Program (Script of tape recording)
    The Teacher's Notebook

All Purpose
    Simple Desk Easel

Workshop on Bulletin Boards and Other Displays
    Selected References
    Summary Statement
    Evaluation Form
Workshop on The Chalkboard
    Selected References
    Summary Statement
    Evaluation Form
Workshop on Community Resources
    Selected Reference
    Summary Statement
    Evaluation Form

Workshop on Filmstrips and 2" x 2" Slides
  Selected References
  Summary Statement
  Evaluation Form
  Let's Consider Filmstrips (Advance Reading)
  Can the Physicist-Engineer Strike a Balance? (Filmstrip Guide)
  Monarch Butterfly (Filmstrip Guide)
  Pottery Making (Filmstrip Guide)
  Filmstrip Evaluation Form (Sample)

THE ADMINISTRATOR'S GUIDE

For Field Test No. 2 principals of participating schools were furnished with a revision of "The Administrator's Introduction to the Packaged Program." The revision contained only minor changes in form and content. However, as a result of the evaluations obtained from this field test, it was evident that principals and audio-visual directors wanted more than an explanation of the nature and use of the program. They want to know what outcomes are to be expected and what specifically they themselves can do to implement the program.

To provide this help, The Administrator's Guide was prepared. It contains the information furnished in the former booklet, a much expanded section on the administrator's responsibilities in relation to the program, and a section "Outcomes to Be Expected."

The section in which the administrator's responsibilities are discussed is reproduced here.

* * *

The administrator is the key to improvement and change because without his willing cooperation widespread changes will not occur. Both the success of this program of in-service education and the extent of improvement which will stem from it, depend largely upon the administrator.

Although the teachers will carry out the in-service program, the administrator will have many responsibilities in connection with it. These include:

1. **PRESENTING THE PLAN OF THE PROGRAM TO THE TEACHING STAFF. In some schools the principal will experience little difficulty in selling the program to his teachers. In other situations, the principal may need to consider what motivation he can provide to get the more reluctant teachers to participate. For this purpose he may find the following measures helpful:**

   - **Providing released time to participating staff for the ten workshops. This may be done in various ways - half-day workshops, or perhaps letting school out one hour early on scheduled workshop days. Released time is suggested for two basic reasons: (1) it should help maintain a high percentage of attendance, and (2) it should have a positive influence on the participating teachers.**

- Letting the teachers know that he expects to work with them to find ways of making the audio-visual resources of the building more readily accessible.

- Letting the teachers know that when they experiment with new materials and equipment, mistakes and disappointments are to be expected; that he considers such mistakes as steps to further learning. Some teachers need this reassurance before they will try experimentation and change.

2. OBTAINING A GUARANTEE OF ATTENDANCE. One of the outstanding features of the program is its inclusion of an entire school staff. While insistence upon one hundred per cent attendance is unrealistic, it is essential that nearly all of the building's teachers participate and that their attendance be regular. Since there is a planned continuity in the program, regular attendance is a necessity.

3. SELECTING TEN TEACHERS WHO ARE INTERESTED AND ABLE TO CONDUCT THE WORKSHOPS. Select your leaders carefully. While guidance for performing their leadership roles is provided, such guidance does not make every teacher a good leader. On the whole, the teachers who served in leadership roles during field tests performed quite creditably. However, there were rare exceptions. For example, one leader substituted his own audio-visual material for that provided in the kit; another leader dropped a part of the workshop program and delivered a lecture. The program which emerged under these exceptional circumstances bore little resemblance to the planned workshop.

   The scope and sequence of each workshop program was carefully planned and evaluated. Provision has been made for whatever innovations and alternate activities are appropriate to the particular purposes of the workshop. You want leaders who will recognize that they owe it to their colleagues to carry out the planned program.

4. ATTENDING ALL WORKSHOPS. Through attending the workshops, the administrator will get first-hand information about the content of the Program, the success of the Program, and the attitudes of participants. Also, as an interested participant, he will give convincing evidence of his support.

5. WORKING WITH THE TEN LEADERS TO SCHEDULE THE WORKSHOPS INVOLVED IN THE PROGRAM.

6. WORKING WITH THE AUDIO-VISUAL COORDINATOR AND THE TEN LEADERS TO DETERMINE HOW THESE INDIVIDUALS CAN WORK TOGETHER MOST EFFICIENTLY TO FURTHER THE SCHOOL'S AUDIO-VISUAL PROGRAM.

7. PROVIDING EQUIPMENT NEEDED FOR CARRYING ON THE WORKSHOPS. The following items of equipment will be needed for use in one or more of the ten workshops. It is not absolutely essential to have a television set for the program regarding utilization of television.

Chalkboard
Filmstrip and 2" x 2" Slide
Projector (either a combination machine or separate projectors)
Motion Picture Projector
Opaque Projector
Overhead Projector
Projection Screen
Tape Recorder
Television Set

8. PROVIDING ALL TEACHERS WITH TRAINING IN THE OPERATION OF ALL THE AUDIO-VISUAL EQUIPMENT USED IN THE SEVERAL WORKSHOPS.

We cannot over-emphasize the importance of this provision to the success of the program. Equipment operation was not initially built into the program. However, we soon discovered that it should have been. Many teachers who were eager to try out some of the suggestions discussed in the workshops were blocked because they were unable to operate the equipment involved.

A manual, Equipment Operation Training Programs was prepared outlining a well-organized plan for setting up the program to enable teachers to master the operation of equipment. Two copies of this booklet are furnished to you, one for yourself and one for the person whom you may designate to carry out the plan. This manual contains other references which will be helpful in providing teachers with opportunity to familiarize themselves with equipment operation. Workshop leaders are not to be expected to teach equipment operation. However, they will check to see that training sessions will be scheduled on the equipment involved in their respective workshops.

9. CONDUCTING THE ORIENTATION SESSION. Regardless of the scheduling of workshops, the Program will be launched at an Orientation Meeting to be held approximately one week before the first workshop. Included in the Orientation Package is a suggested outline for this session and a tape-recorded introduction by Edgar Dale. You will find the content of this recording on master sheets in the book, "Materials for Duplication." Duplicate copies and distribute to teachers at the end of the Orientation Meeting.

By assuming all of the responsibilities listed, you are going that extra mile which insures the success of most projects. You should reap the reward of seeing general improvement in the teaching-learning process in your school. Success to you and your teaching staff.

* * *

When The Administrator's Guide was being prepared, analysis was made of the materials furnished to the principals and of the correspondence and telephone calls carried on between them and the project staff. This analysis indicated need for packaging some materials to enable the administrator to fulfill his role. The purpose and contents of this package, "The Administrator's Packet," as stated in The Administrator's Guide follow:

A packet for the administrators is a kit of materials assembled to serve the following purposes:

> To keep the school's administrative head and the audio-visual director fully informed about the nature and content of the several workshops
>
> To furnish materials and suggestions for setting up a "clearing house" for the materials to be used in the Program
>
> To provide guidance materials for instruction of teachers in the operation of audio-visual equipment

CONTENTS OF THE PACKET

Two copies of each of the following, one for the school's administrative head and one for the audio-visual director.

The Administrator's Guide
Equipment Operation Training Programs
Leaflets for Teachers
The Leader's Guide (for all workshops)
    Bulletin Boards and Other Displays
    The Chalkboard
    Community Resources
    Filmstrips and 2" x 2" Slides
    The Motion Picture
    Overhead Projection
    Programmed Instruction
    Recordings and Radio
    Study Pictures and Opaque Projection
    Television

Materials for Duplication

This manual contains materials for duplication and distribution at every workshop. It must be made available to workshop leaders. If more than one school is using the program, an additional copy should be purchased for placement in each building. These books are expendable items.

Other Publications

The following references should be made available to each building during the workshop:

Eboch, Sidney C., Operating Audio-Visual Equipment.
Kemp, Herrold E., Planning and Producing Audio-Visual Materials.
Minor, Ed, Simplified Techniques for Preparing Visual Instructional Materials.

Materials for the Orientation Session

1. A sheet of suggestions and instructions.
2. A tape recording for use in orienting teachers to the Packaged Program.
3. A master copy of the Dale tape should be duplicated (copy is included in the book, Materials for Duplication) for distribution.

CHAPTER III

RESULTS AND CONCLUSIONS

INTRODUCTION

In connection with each of the two field tests the following products were evaluated: (1) each workshop, (2) each Leader's Guide, and (3) the program as a whole.

The results and conclusions are reported in the following order: (1) Field Test No. 1, (a) workshop by workshop, (b) the overall program, (c) conclusions resulting from Field Test No. 1; (2) Evaluation of the Leader's Guide; and (3) Field Test No. 2. (a) workshop by workshop, (b) the overall program and (c) conclusions resulting from the study.

The nature of the data sought--personal reactions and honest, hard-hitting criticism--required extensive use of item analysis. Considerable use was made of questions which required statement answers. In some instances response was called for only under given conditions, for example: "If there were parts of the workshop which did not hold your interest, what were they?" In such instance "No response" was interpreted as a show of interest in all parts. However, when a response was definitely called for "No response" was interpreted as negative since the subject was not sufficiently interested to make a response.

In response to the question: "In what ways did participation in this workshop influence your thinking or your teaching practices?" "No comment" was interpreted as indicating no influence. However, a few principals felt that in the period of one month, the time between the workshop and the evaluation of it, teachers might have had too little time to put new learning into practice. These principals felt that it was too soon to properly assess the growth made.

It has been noted in the discussion of the development of the Motion Picture workshop program that the common evaluatory reaction of the teachers engaged in field tests, more especially in the first one, was, "I've heard all this before." Sometimes, even when the activities within a program got a high rating, the overall rating in terms of information gained was relatively low.

When this reaction was considered in light of the meager competencies of these teachers (indicated by other comments which they made), it was noted that there was a gross ignorance of the operation of even simple pieces of audio-visual equipment. Many did not know how to operate a tape recorder, opaque projector, overhead projector or other equipment, and readily admitted it.

Furthermore, when their competencies were examined in these various audio-visual fields it was found that here, too, their knowledge was limited. Along with the reaction, "I knew all this," other frequent comments indicated that the individual had been very pleased to learn particular skills or ideas that were presented. Why would teachers say that they know something when, in fact, they do not?

The following answers to these questions were suggested: First, some of these teachers had learned the verbalisms of the field. They knew the right words to say; they could probably pass a written examination. However, when the situation demanded putting into practice the principles and ideas expressed, they could not do it. The knowledge and skills were not theirs at the operational level.

A second factor was the reluctance of some teachers to state publicly that they do not know what they think they ought to know. In other words, they were saying, "In general, I knew all this before. I didn't learn too much in terms of facts and ideas from the workshop experience but specifically I learned a lot."

A third factor is that many teachers have been using materials for some time but have been doing so ineffectively. Like the poor drivers on our highways, they continue to repeat the same mistakes because they never learned the right procedures in the first place. And, like these drivers, they do not critically compare their practices with more effective procedures. Poor drivers, it has been found, classify themselves as good drivers.

A fourth factor is that some teachers consider these materials as additives to be used "if time permits and the material is readily accessible." They do possess the information required to make this limited use of these materials.

A fifth factor is that some teachers may confuse a simple, clear explanation of how to do something with a simplistic one. Great effort was made throughout the development of these programs to make the material unmistakably clear. The writing was simple and well organized and was revised when shown to be unclear. Is it possible that teachers have become so accustomed to professional jargon that when something is presented in clear-cut English, it appears so simple that they think they know it and would find it hard to admit that they do not?

This is not meant to suggest that the materials presented were always excellent nor that when the materials were rated low, there was something wrong with the teachers. Far from it. As a matter of fact, the materials were twice revised on the basis of teacher judgment. Nor is it meant to imply that no teachers did know all this before. Some of them did, and have been using materials quite effectively.

What then have we been saying? We have been saying that while many teachers recognize their specific deficiencies, they tend to ignore these facts when asked to make a general statement about their abilities and knowledge. This inability to distinguish between what is known and what needs yet to be learned was recognized by the project staff as a stumbling block to the further education of some teachers. Just as the staff worked to find how other blocks or objections to the program might be remedied, they sought to remedy this one. The best method which has been used to date is that of trying an entirely new approach, an approach which uses examples that teachers have not heard before, because an approach cast in the old mold is likely to be taken as something already known.

EVALUATION WORKSHOP BY WORKSHOP, FIELD TEST NO. 1

Results of the teacher and workshop leader evaluations are reported on duplicates of the evaluation forms in order to show the replies of the respondents and the instructions given. These forms are grouped together, workshop by workshop, in Appendix A for convenience. Reference will be made to these reports as each workshop is discussed.

The evaluation sessions held with the leaders of each workshop furnished helpful evaluatory information. Tape recording of these sessions and full notes were both tried as a means of recording the sessions. The tape recording was abandoned since workshop leaders reacted so adversely that we were not getting free response from them.

The notes on these sessions are too lengthy to be reported in detail. However, to show the nature of the data obtained we have reported notes made on the evaluatory session held in connection with the workshop on the Motion Picture, Field Test No. 1, p. 109.

All evaluation forms included some questions which required statement responses. Responses were tabulated and recorded beginning with the most frequently expressed comment, and following in descending order. The number preceding the comment indicates the frequency with which it was made. Occasionally a comment was made which was not pertinent or was so unclear as to carry no meaning. Such comment was reported as "Irrelevant Comment" or "Not Pertinent." The term "one of a kind" was used as a way of grouping scattered comments that did not fit into any category. When such comment had any particular significance, it was recorded verbatim. Also recorded was the number of subjects who failed to respond to a particular question.

Workshop on Displays

Field Test No. 1

Teacher evaluations .... p. 93 - 95

Leader evaluations ..... p. 96, 97

The program was well received. Two-thirds of the teachers found no part of it which failed to hold their interest. The parts on principles of design and color were considered to be both the most interesting and the most helpful parts of the program.

The workshop experience changed teacher behavior markedly. Four of five teachers reported being more critical of displays as a result of this workshop; one in three used materials more purposefully; one in three were involving students more extensively; one in four were experimenting with tools of display; and so on down the list of activities, p. 93 . One in eight left this item blank; therefore it is assumed that there had been no change in the behavior of this 13 per cent.

Preoccupation with the overhead and opaque projectors indicated that the multi-media approach (use of several materials of instruction) should have been delayed until teachers were acquainted with more of the equipment. Leaders had difficulty in obtaining and using so much equipment, especially when they had to conduct workshops in crowded quarters.

The workshop was considered of little or no value by one senior high school where the workshop was cut to a 45-minute period.

Leaders recommended use of 2" x 2" slides for presenting all displays (1) to save time, (2) to show off colors to advantage, and (3) to permit use of more illustrative material. They recommended divorcing the introduction to the entire program (a tape recording) from this workshop and making the introduction a separate session.

An interesting innovation was reported by one leader and recommended by all for inclusion in the revised program. This was introduction of simple illustrations to demonstrate how colors change when placed adjacent to other colors.

Three-fourths of the leadership group reported the experience rewarding and stimulating, the others made no comment.

The evaluatory comments furnished the basis for revising the program.

* * * * * * * * * * *

Workshop on Programmed Instruction   Field Test No. 1

Teacher evaluations .... p. 98 - 99

Leader evaluations ..... p. 100 - 101

When teachers evaluated the several aspects of this workshop on a three-point scale--low, medium, high--discussion of key questions was rated as the high point in this program. That teachers had become interested in the topic is shown by these data: 64 per cent had discussed programmed instruction with colleagues, 80 per cent had read about it, and 15 per cent had tried out the principles of programming. Because this topic is one on which teachers generally, are ill-informed, the investigators were disturbed to find that information gained was rated high by only 23 per cent, low by 12 per cent, and not rated at all by 8 per cent of the group.

The session with the workshop leaders furnished more clues to the shortcomings of this program than did the written responses. It was found that (1) too much material was presented too fast for teachers to assimilate, (2) to follow this program and think intelligently teachers needed definitions of terms, and (3) most teachers had too little background to select and evaluate a program as they were directed to do. Because they were unfamiliar with the basic terminology teachers were unable to follow part of the discussion.

Leaders recognized that there was great need for treatment of this topic (1) to enable junior and senior high school teachers to make use of programming materials and techniques and (2) to help elementary teachers understand the circumstances under which programming could be used with effectiveness. Many teachers at this level showed a negative attitude toward programmed materials. These criticisms provided a basis for ways to improve the program when it was revised.

* * * * * * * * * * *

Workshop on Study Pictures and Opaque Projection   Field Test No. 1

Teacher evaluations .... p. 101 - 103

Leader evaluations ..... p. 104 - 105

This program was well received; 79 per cent of the teachers found no part of the program which failed to hold their interest. Generally speaking, senior high school teachers were disinterested in utilization of study pictures but were tremendously interested in opaque projection. In fact, 25 per cent of all teachers indicated opaque projection as the most interesting part of the session. To many this was an introduction to a new type of projection.

As a result of the workshop 48 per cent of the teachers had worked at helping students learn to read pictures; 47 per cent were using pictures to greater advantage; 42 per cent were encouraging students to use pictures for reports, etc.; 33 per cent were assigning textbook illustrations for special study; and so on down the list of activities.

Leaders recommended substituting provision for closely examining and handling sample pictures for the display which had been used. Pictures reproduced on 2" x 2" color slides had a dramatic impact, therefore, leaders recommended that all should be presented in that manner when they are to be evaluated and discussed. Teacher evaluation of pictures should be a better structured part of the program.

Leaders reported that all sessions were too long. Teachers were fatigued at the end of the day and after an hour's time lost interest in everything but getting away. Shorter sessions would be helpful. Also, teachers are marking down the program because they are not learning to operate the equipment involved. Many teachers had requested instruction on the operation of the opaque projector, which some leaders had provided. The length of the workshop period and equipment operation are issues which were raised in every evaluation. They will not be repeatedly mentioned.

* * * * * * * * * * *

Workshop on Filmstrips and 2" x 2" Slides   Field Test No. 1

Teacher evaluations .... p. 113 - 114

Leader evaluations ..... p. 115 - 116

The only part of this program to be given a high rating by as much as 40 per cent of the group was the project-produced filmstrip. All other parts were rated medium by 55 - 61 per cent of the teachers. Only 25 per cent rated "Information Gained" high; 56 per cent rated it medium.

Relatively few teachers offered any suggestions regarding desirable shift of emphasis in the program. However, there was rather general agreement that the treatment of the 2" x 2" slide had been fine for camera fans but did not help those who needed to learn the variety of purposes 2" x 2" slides could serve.

Workshop leaders suggested the following:

1. a demonstration of the integrated use of a well-selected filmstrip;

2. possible use of three filmstrips, one for each level of instruction;

3. treatment of the topic in a way to stave off the comments "old stuff," "too much theory," etc; and

4. more emphasis on use of filmstrips by individuals and small groups.

The suggestions and criticisms furnished the basis for making major revisions in this program.

This workshop changed teacher behavior. Every teacher indicated at least one activity in which he had engaged as a result of the workshop; many indicated several activities. Fifty-nine per cent of the teachers were examining their own procedures more critically; 51 per cent were making more varied use of filmstrips and slides; 48 per cent had studied distributors' catalogs; 31 per cent had experimented with use of filmstrips for individual instruction; and so on down the list to one lone indiviudal who had arranged a PTA meeting to give that group more information about filmstrips, slides, desk viewers, etc.

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Workshop on the Motion Picture — Field Test No. 1

Teacher Evaluations .... p. 106 - 107

Leader Evaluations ..... p. 108 - 109

Evaluation session held with leaders .... p. 110 -112

Evaluatory comments revealed that this workshop got off to a poor start because so many of the teachers resented the use of the term "professional teacher" in the opening discussion. Further study of the evaluations showed that only 28 % of the teachers rated the film demonstration high and 27% rated it low. An open-ended film dealing with human relations among a high school faculty was used and teachers reacted to the content of the film rather than to the demonstration. Some teachers found the content "unrealistic" and some found that it struck too close to home to permit objective viewing.

Both teachers and workshop leaders suggested use of a more "everyday" film and possibly use of more than one film so that the film demonstration might show utilization on more than one level of instruction. Also they felt that demonstration of the integrated use of the instructional film would serve their needs best.

Some teachers downgraded the workshop because they had "heard all this before." This response was challenging because study of responses showed that many had acquired only the professional jargon; they could not put it into practice.

Careful study of these reactions led to a complete revision of the program. The offending term "professional teacher" was dropped. Time-worn vocabulary was assiduously avoided in the attempt to capture the attention of the teachers who needed to learn the principles of film use to go along with the vocabulary they had acquired. Leaders were furnished with full directions for the use of any one of four films for demonstration purpose. Annotations on the films were sent to the schools well in advance so that leaders could make their choices and the films could be ordered.

* * * * * * * * * * *

Workshop on Recordings Field Test No. 1

Teacher evaluations .... p. 113 - 114

Leader evaluations ..... p. 115 - 116

Approximately half of the teachers rated all aspects of this program high except the part on the language laboratory. The high rating on this section came from those schools equipped with language laboratories. Relatively few changes in the content or plan of the program were suggested. Teachers generally have not made much use of the tape recorder on the elementary level. There was some immediate change in teacher behavior; 15 per cent report increased use of the tape recorder and an additional 10 per cent are reporting planned use. Twenty per cent made no response to indicate change in either their thinking or their actions.

Leaders suggested the following changes:

1. broader coverage of use of tape recordings--teachers need to know a variety of uses;
2. less time spent on listening to a few selections from discs;
3. more sources of good disc recordings; and
4. omit recording and playback of group presentation as part of the workshop. Instead have local teachers prepare the tape ahead of time. Evaluatory comments served as a basis for the revision of the workshop program.

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Workshop on Instructional Television and Radio Field Test No. 1

Teacher evaluations .... p. 121 - 122

Leader evaluations ..... p. 123 - 124

Most of the parts of this workshop drew a high rating by 30 - 40 per cent of the group. However, the film which supplied much of the content of the program was rated high by only 29 per cent of the group and low by 18 per cent. Relatively few suggestions for changes in either content or procedure were made. Chief among suggestions made were these: (1) the film was too simple and too long, (2) teachers need more evidence of the advantages of instructional television, and (3) teachers need guidance in using television for enrichment since many do not have facilities for using it otherwise.

The session with the leaders revealed that (1) leaders themselves had many unresolved questions about instructional television, (2) many teachers involved in the field test have negative attitudes toward instructional television stemming from unfortunate first-hand experience in using locally produced programs, and (3) many teachers had pre-judged instructional television unfavorably so were disinterested.

Little change in either teacher thinking or behavior was reported. This was accounted for in these ways: (1) the negative attitude with which many teachers had approached the workshop had not been appreciably changed and (2) some teachers were located in schools ill-equipped to try out new ways of using the medium.

Leaders suggested eliminating the long film and substituting some other activity for that of breaking up into sub-groups for buzz sessions. They find that teachers have too much of this elsewhere. These suggestions are only a part of the evaluatory data which furnished a basis for drastic revision of the program.

The evaluation session did not evaluate the workshop. It provided opportunity for leaders to freely discuss:

1. the problems encountered in understanding and using television for instruction,

2. the need for an equipment operations program, and

3. the problem of reaching those who rationalize with claims that the programs are too simple and repeat too much of what is already known.

Note: Very little attention was given to radio in the workshop--radio was completely ignored in the evaluatory comment.

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Workshop on Overhead Projection

Teacher evaluations .... p. 125 - 126

Leader evaluations ..... p. 127

This workshop introduced a medium which is new to many teachers and was the most popular of the seven workshops. All parts except production of transparencies were rated high by 50 - 79 per cent of the teachers. Few suggestions for change were made. Most comments reflected considerable satisfaction with the present program.

While teacher behavior was changed as a result of the workshop, much of the change was toward future use since few schools were equipped with the projector. Twenty-eight per cent of the teachers recognized its value and instances where it could be used in their teaching; 13 per cent saw it as a new area to be explored; and 15 per cent were trying out use of transparencies.

The leaders of this workshop were well satisfied and found the leadership role a rewarding experience. They recommended that we

1. introduce a greater variety of commerical transparencies, overlay, Xerox, etc.;
2. put more emphasis on teacher-made processes;
3. have local production of teacher-made slides to be used as demonstration material completed before the workshop rather than as a part of it, to free time for examination of a greater variety of materials;
4. furnish more "raw material" for teacher-production; and
5. furnish more references on available commercial transparencies.

These suggestions were all considered as "grist for the mill" and were the basis for revision of the program.

EVALUATION OF THE PACKAGED PROGRAM, FIELD TEST NO. 1

Evaluation by Teachers

The evaluation of the entire program made by teachers is reported in detail on page 128. Forms were returned by 153 teachers distributed as follows: 6 elementary, 49 junior high, and 44 senior high; 54 failed to indicate level.

When the responses were analyzed both by building groups and by teaching levels few differences were found; those found are reported here. One senior high school rated the program lower than did other schools. Fewer of its teachers had had audio-visual education than had teachers in the other schools involved. This school's audio-visual coordinator had worked with leaders to shorten the workshop periods appreciably.

Approximately one-fourth of the teachers had had an audio-visual course. A markedly small proportion of the senior high school teachers had had this special education

Program Rating by Teachers

Personal Reaction

Responses			
Number	29 very valuable	109 somewhat valuable	15 of little or no value
Per cent	19 " "	71 " "	10 of little or no value

Your Judgment of the Value of the Program

Responses			
Number	29 very valuable	109 somewhat valuable	15 of little or no value
Per cent	19 " "	71 " "	10 of little or no value

Table II

Table II shows that our instructions were faulty. We sought personal reactions and also an evaluation of the program as such. Teachers made no such distinction. The Table shows that the majority of the teachers rated the program medium or somewhat valuable.

To find out the extent to which the program changed teacher behavior, reference is made to responses to Sections 5 and 6 in the report, page 130. Asked to report activities engaged in as a result of the project, every teacher reported one or more activity. A partial summary follows:

70% more carefully evaluate their use of audio-visual materials.
65% use audio-visual materials more frequently.
64% experimented with new ways to use A-V materials.
24% are reading literature on A-V materials, and so on, down to 3% of the group who have been influenced to take an audio-visual course.

On the whole this program had considerable impact on the teachers. In Section 6 teachers were asked to mention ways in which the program had influenced their teaching: 88 per cent of them cited at least one way; some several ways. It is assumed that the program had little influence on the 12 per cent who failed to respond.

Other evaluatory information sought was recommendations for the addition or omission of workshops. Two additions were suggested: The Chalkboard and

Community Resources. No one program was mentioned for deletion with sufficient frequency to warrant dropping it. Teachers were asked the proper length of time for an after-school workshop; one hour was recommended by 69 per cent.

Evaluation by Principals

The overall evaluation of the program by principals of the ten schools which completed the program is reported in detail on page 133. Seven of the ten principals rated the program of some benefit and three of great benefit to the staff. Four reported a distinctly more favorable attitude toward audio-visual materials on the part of the staff as a result of the program, and six reported a somewhat more favorable attitude. Greater use of materials as a result of the program was reported by nine principals; no difference by one principal. Distinctly more effective use was reported by two, somewhat more effective use by six, no difference by one, and "the interval has not been long enough to properly judge" by one.

Nine principals reported an increase in request for new materials, three for new equipment, two for producer catalogs, and one reported no increase.

Principals listed both the advantages and disadvantages of teacher-led workshops. They are reported here verbatim.

Advantages:

- Teaching staff more willing to accept new ideas from a fellow teacher--if it worked for him, it will for me.
- Improved attitudes, support, and respect for one another.
- Sharing and working together were as beneficial as were the audio-visual experiences.
- Excellent education for leaders, especially their work in evaluation of workshops and guides.
- Use of local talent added to both respect and self-respect.
- More interest because of participation.
- Opportunities for teachers to experience leadership and cooperative effort.

Disadvantages:

- Teachers were not as well prepared as specialists would have been.
- Variations in the ability and enthusiasm of the leader from workshop to workshop.

When asked to list ways in which staff participation had proved most worthwhile to their particular staffs responses were as follows: (numbers preceding the comments indicate the frequency of the comment)

5--Improved group dynamics and respect for fellow teachers.

6--Improved knowledge and use of materials and equipment.

3--Improved planning and preparation of materials.

3--Development of leadership qualities.

3--Interest in self-improvement, both personally and as a staff.

1--Improved displays and improved preparation, especially for use of television.

On the whole the reports from principals indicated that the program had been a worthwhile experience for their teachers. The principal of the senior high school in which the programs were shortened did not feel that the program had been worthwhile. It was in this building that teachers reported previewing the entire series of 23 films, "The Humanities," as an otugrowth of the program.

CONCLUSIONS DRAWN FROM FIELD TEST NO. 1

The following conclusions seem warranted as a result of data gathered from Field Test No. 1.

The experimental program of in-service audio-visual education was found to be successful to an extent which warranted revision and further field testing.

Teachers are willing and able to carry on their in-service education in their respective buildings.

In general, teachers who were named to serve as leaders performed creditably and found the experience rewarding. The few exceptions indicated need for leadership control. In situations where principals selected strong professional teachers as leaders there was minimal variation in the quality of the leadership from workshop to workshop. In situations where principals were less selective there was considerable variation in the quality of leadership. Leadership control was given to principals so that they might select leaders judiciously. This control is essential to the effectiveness of the program.

Significant advantages stemmed from the fact that the workshops were led by teachers within the school. These were:

1. Working closely together to achieve common goals improved teacher attitudes toward and respect for their fellow teachers.

2. New ideas were more readily accepted when a fellow teacher would discuss and demonstrate them effectively.

3. It created a "corps of specialists," each well-educated on a particular material of instruction.

An equipment operation training program must be a requisite part of the Packaged Program. It should be carried on either prior to or concurrently with the series of workshops and should include operation of all pieces of equipment used in the workshops.

Two additional workshops suggested by teachers, The Chalkboard and Community Resources, should be developed and field tested to learn whether or not these workshops are needed.

The workshop session should be cut to one hour, the longest period that teachers feel they are able to work successfully at the end of a school day.

In revising the workshops dealing with long-established media, special attention should be given to presenting the program in new and fresh ways, avoiding use of time-worn vocabulary. Otherwise, teachers who know the verbalism but are unable to apply it to the classroom situation will not be reached; they will conclude that they already have the information.

Finally, it should be noted that the criticisms and suggestions offered by both participants and workshop leaders served as the basis for most of the revisions made in the program. These data could not have been obtained had the staff not worked closely with the workshop leaders.

EVALUATION OF THE LEADER'S GUIDE

The evaluation of the guides for leaders is not reported workshop by workshop in the Appendix because evaluatory comment varied so little from workshop to workshop. The form used for evaluation is reproduced on p. 213. A summary of the evaluations is reported here.

EVALUATION OF LEADER'S GUIDE, FIELD TEST NO. 1

Question No. 1. If you had not seen the workshop demonstrated at The Ohio State University, would the information and direction furnished on the guide have neabled you to carry on the workshop successfully?

The answer was in the affirmative by all respondents except three who reported need for the demonstration to carry on the Workshop on Programmed Instruction; two, who needed it for the Workshop on Study Pictures and Opaque Projection; and one, for Overhead Projection.

Question No. 2. If not, indicate changes to be made so that no demonstration is needed.

Question No. 3. What problems did you meet in using the guide? Give specific details. Responses are reported by workshops.

Workshop on Display: 16 returns; 10 reported no problems. Five reported the guide too wordy; one, the guide not clear regarding change of activity.

Workshop on Programmed Instruction: 13 returns; 4 reported no problems. Four didn't understand programming; four asked for clarifying definitions; one reported too much time was involved in preparation.

Workshop on Study Pictures and Opaque Projection: 16 returns; 12 reported no problems. Three indicated that the outline on opaque projection should be revised; two that this section was too long.

Workshop on The Motion Picture: 16 returns; 11 indicated no problems. Two, an outline would be helpful; two, "define an open-ended film"; one, "too many details."

Workshop on Recordings: 13 returns; 7 reported no problems. Three, materials listed were inadequate; one got no discussion of Language Laboratory; one suggested that the leader handle discussion in his own way.

Workshop on Filmstrips and 2" x 2" Slides: 12 returns; 8 reported no problems. Four reported explanations about slides were not clearly stated.

Workshop on Instructional Television and Radio: 10 returns; 7 reported no problems. Two, the material was uninteresting to try to put across; one could get no group discussion.

Workshop on Overhead Projection: 6 returns; 3 reported no problems. Three, not sufficient explanation of materials included in the kit.

Question No. 4. Did you like the Leader's Discussion Outline?
Yes________ No_________ Explain.
Most leaders did not like the script form but did like the very full notes substituted after the fourth workshop.

Question No. 5. How did you use the Leader's Discussion Outline? This outline was memorized by some leaders, used as basis for making their own notes by some, and "read and reread until they were my own" by others. A few underscored key ideas and used the notes as they were.

Question No. 6. Did you use additional notes of your own?
Yes________ No_________
About 85 per cent of the leaders made additional notes or substitute notes.

Question No. 7. Did you follow closely the workshop plan and procedures outlined?
Yes________ No_________
80 per cent followed the planned procedures closely.

Question No. 8. What changes did you make? Be specific.

In one senior high school the length of each workshop was cut to 45 minutes which meant omission of discussion and teacher evaluations.

CHANGES REPORTED

Display Workshop: 16 returns; 8 made no changes.

Omissions: Five shortened presentation by omitting commentary; one omitted use of oapque projector; one used small paper for recording group contributions instead of chart paper.

Additions: One added his own display illustrations.

Programmed Instruction: 13 returns; 9 made no changes.

Omissions: Three were unable to complete all points; one shortened discussion.

Study Pictures and Opaque Projection: 16 returns; 11 made no changes.

Omissions: Four shortened discussion to add pictures of their own choosing; one changed activity to suit specific teaching areas.

The Motion Picture: 16 returns; 12 made no changes.

Omissions: Two omitted discussion of catalogs and sources; one substituted another film by arrangement with project staff; one did not re-run film.

Additions: One stressed the objectives of the workshop.

Recordings: 13 returns; 11 made no changes.

Omissions: One omitted two recorded excerpts and substituted a recording of a school assembly.

Additions: One added a period on operation of equipment.

Filmstrips and 2" x 2" Slides: 12 returns; 12 made no changes.

Instructional Television: 10 returns; 6 made no changes.

Omissions: Four reported that they had included more practical discussion of problems in the school than those suggested and had varied procedures within the allotted time because of disinterest.

Overhead Projection: 16 returns; 10 made no changes.

Omissions: Two shortened the period; one omitted the discussion; one omitted explanation of slide.

Additions: Two developed materials of their own.

Question No. 9. Did you have any trouble completing any given activity in the time alloted?
Yes____________ No____________ Which ones?______________

Ninety per cent reported no difficulties in completing the workshops in the allotted time.

Question No. 10. If "Yes" did you solve the problems during rehearsal?

Yes________ No________

If so, they usually resolved the difficulty by shortening the discussion period.

Question No. 11. If you have suggestions for changes in the organization of the guide, state them as specifically as possible.

There were no changes suggested in the organization. There were suggestions for providing a second set of notes for the leader. These notes could be marked for the personal use of the leader, and this would leave the booklet intact for other users.

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EVALUATION OF THE LEADER'S GUIDE, FIELD TEST NO. 2

Question No. 1. What problems did you meet in using the guide? Give specific details.

Reported by workshops.

Overhead Projection: 17 reported; 14 had no problems. One did not locate list of materials to be returned. "The materials should be listed in ways to help leaders identify them" (this listing was furnished). "Slides should be organized, I had to take time to do it."

Bulletin Boards and Other Displays: 15 responses; 15 reported no problems.

Study Pictures and Opaque Projection: 16 responses; 15 reported no problems. One had difficulty reading notes and following the script.

Chalkboard: 16 responses; 16 reported no problems.

Filmstrip and 2" x 2" slides: 14 returns; 14 reported no problems.

The Motion Picture: 14 responses; 12 reported no problems. Two reported insufficient information to handle introduction and follow-up of film.

Recording and Radio: 12 responses; 11 reported no problems. One thought the directions were not detailed nor specific enough.

Programmed Instruction: 10 responses; 7 reported no problems. Three found the tape too long for the time allotted.

Television: 14 responses; 11 reported no problems. One reported difficulty reading the script print; two felt that the outline was poor so made their own.

Community Resources: 18 responses; 15 reported no problems. Three said the Leader's Guide should be sent early with the materials for preparing teacher-made items.

Question No. 2. What suggestions do you have for improving the guide? Two offered suggestions for improving the guides. One suggestion was to provide a skeleton outline to be followed by a full outline; one was to offer suggestions and let the leader decide for himself what to use.

Question No. 3. How did you use the Leader's Discussion Notes? Eighty-three per cent used notes as directed. The others either as basis for their own notes or changed an activity in some way.

Question No. 4. Did you use additional notes of your own? About 50 per cent used some additional notes or notes for recall.

Question No. 5. Did you follow closely the plans and procedures as outlined? Eighty-one per cent followed closely. Five per cent made radical changes which violated the workshop plan.

Question No. 6. What changes did you make if any? Be specific.

Overhead Projection: 17 responses; 12 made no changes. Two did not "angle" the projector; two eliminated higher level transparencies and introduced their own; and one changed the order of activities.

Study Pictures and Opaque Projection: 13 responses; 10 made no changes. Two added handwriting samples and other materials for opaque projection demonstration. One omitted use of taped sound for filmstrip and made his own comments which departed radically from the script.

Bulletin Boards and Other Displays: 15 responses; no changes.

Chalkboard: 16 responses; 11 made no changes. Two omitted discussion; one demonstrated uses of chalkboard with eight children; one spent additional time on discussion; one substituted use of larger magnetic and chalk boards.

Filmstrips and 2" x 2" Slides: 14 responses; 10 made no changes. Three added some slides from personal collections. One substituted a McGraw-Hill film for the sound filmstrip; one omitted the sound filmstrip and taught equipment operation of opaque projector.

The Motion Picture: 16 responses; no changes.

Recordings and Radio: 16 responses; 14 made no changes. Two substituted recordings of their own choice for the taped excerpts.

Instructional Television: 14 responses; 14 made no changes.

Programmed Instruction: 10 responses; 9 made no changes. One "introduced my own material, machines and results."

Community Resources: 18 responses, 17 made no changes. One substituted a film on a local industry because his community "has no valuable local resources."

Question No. 7. In using the guide, could you locate needed information readily? Ninety per cent reported that they located material easily.

Question No. 8. Did you have trouble completing any given activity in the allotted time?

Almost everyone reported finishing in the allotted time except in the last workshop, Community Resources. The reason for not finishing this one was not that the program itself was too long but because the school groups became so engrossed in considering their local resources.

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EVALUATION WORKSHOP BY WORKSHOP, FIELD TEST NO. 2

Workshop on Overhead Projection   Field Test No. 2

Teacher evaluations ..... p. 136 - 138

Leader evaluations ..... p. 139 - 140

Evaluation session held with leaders .... p. 194

The revised workshop was rated more highly than was the original; all parts of the program were given a high rating by 54 - 77 per cent of the teachers and no part was rated low by more than 8 per cent of them. Comments were consistently favorable; few suggestions were made for changes in the program and those made were minor. Sixty-five per cent of the teachers indicated that their thinking or teaching practice had been influenced by this workshop.

Without exception the leaders, each in his own way, reported that the experience had been rewarding. With only minor changes this program was prepared for general distribution. It was highly rated by teachers at all levels of instruction during both field tests and is one of the most popular programs in the series.

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Workshop on Bulletin Boards and Other Displays Field Test No. 2

Teacher evaluations .... p. 145 - 147

Leader evaluations ..... p. 148 - 149

Evaluation session held with leaders .... p. 196

The interpretation and utilization of evaluatory data are included in the account of the development of this program (p.) and will not be repeated here.

This revised program was rated high by teachers at all levels of instruction, as was the original, but was given a consistently higher rating by elementary and junior high teachers than by their senior high colleagues. Every part of the program was rated high by 59 - 76 per cent of the teachers and medium by most of the rest. While approximately half of the teachers stated that much of the information was already known, 95 per cent of them reported that they had gained information useful to them and 88 per cent either planned to use or had already experimented with new ideas gained. Review and refresher experience did influence thought and action.

This program was one of the most effective of the series. Nevertheless, the project staff suggests that attendance by senior high school teachers might be optional.

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Workshop on Study Pictures and Opaque Projection Field Test No. 2

Teacher evaluations .... p. 141 - 142

Leader evaluations ..... p. 142 - 143

Evaluation session held with leaders .... p. 195

This program was highly rated by elementary and junior high school teachers. A number of senior high school teachers omitted evaluating parts of it since they felt no real need for the program. Half of the teachers indicated that they already possessed most of the information presented. However, 90 per cent of all of the teachers reported that they obtained useful information and 80 per cent indicated that the workshop had stimulated further use of pictures.

While this program was already quite successful, two improvements were effected in the final revision; i.e., (1) a much better selection of pictures was included and (2) directions were furnished for having teachers prepare, ahead of time, materials for illustrating varied uses of the opaque projector. This program might be made optional for teachers at the senior high school level.

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Workshop on the Chalkboard   Field Test No. 2

Teacher evaluations .... p. 150-152

Leader evaluations ..... p. 153-154

Evaluation session held with leaders .... p. 196

The most highly valued part of this workshop was the demonstration of the magnetic chalkboard. Some teachers were surprised to learn that sections of the chalkboards they already have are magnetic. Why weren't these teachers aware of this resource in their classrooms? Partially because of lack of communication; they should have been informed. On the other hand, so many of the modern schools are equipped with devices such as this that it behooves teachers to be curious--to inquire and to investigate.

This workshop was consistently rated higher by junior and senior high teachers than by elementary teachers. Thirty-six per cent of all teachers rated it high, 51 per cent medium, and 13 per cent low. Fifty per cent of the teachers reported ways in which the workshop had influenced either their thinking or their practices.

Although a number of suggestions for a shift in emphasis were made, there was little consensus among teachers as to where to place greater emphasis. Minor changes were made in this workshop before it was ready for general distribution. However, it is suggested that attendance at this session might well be made optional for teachers of all levels of instruction.

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Workshop on Filmstrips and 2" x 2" Slides   Field Test No. 2

Teacher evaluations .... p. 155 - 156

Leader evaluations ..... p. 157 - 159

Evaluation session held with leaders .... p. 197

The parts of this workshop program that were carried out according to plan--the sound filmstrip and the 2" x 2" slide demonstration--were rated high by 70 per cent of the teachers and medium by most of the others. The filmstrip social could not be arranged in some school situations. The filmstrip social is a preview session for which district representatives of filmstrip publishers send recently published filmstrips for preview purposes.

For the filmstrip demonstrations choice was offered among three filmstrips, one planned for use at each level of instruction. In two situations all filmstrips were used "musical chair fashion" so that each group saw all demonstrations. To manage this, the demonstrations were speeded up or otherwise changed. To make these latter parts of the program just as successful for self-administration as were the first two parts, the following changes were made: (1) the filmstrip social was omitted--directions were furnished for using it as a follow-up activity at a later date; and (2) teaching guides, to be distributed in advance to all teachers, were specially prepared for three filmstrips, each of which serves a different broad teaching purpose. Thus teachers will be "ready" to react to the particular filmstrip demonstration.

These changes, made on the basis of field test data, provide a well-rounded, self-administerable program structured to demonstrate utilization at various levels of instruction and at the same time eliminate possible alteration by insensitive leadership.

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Workshop on the Motion Picture — Field Test No. 2

Teacher Evaluations .... p. 160 - 162

Leader Evaluations ..... p. 162 - 164

Evaluation session held with leaders p.198

The drastic revision made in this program brought about desirable changes in teacher reactions. It will be recalled that the demonstration film had been considered unrealistic and that teachers reacted to its content rather than to the demonstration. A choice of four films, along with directions for their use, was offered so that leaders might select a film suited to the interests and needs of teachers.

In the first field test the film used for demonstration was rated high by 28 per cent of the teachers and low by 27 per cent. In the second field test it was rated high by 52 per cent and low by 10 per cent. This difference in rating highlights the fact that teacher reactions are valid cues to program improvement.

While "Information Gained" was rated 23 per cent higher than on the first field test, we were not entirely satisfied. The choice of films was expanded from four to eight and each was classified according to the broad teaching purpose served. Utilization guides were specially prepared on each of the films.

The sound filmstrip prepared for conveying information was criticized as having good content marred by wordiness and poor pacing. These criticism were well founded so the filmstrip was shortened, sharpened, and given a more lively pacing.

With each revision this workshop program was more closely structured and was made more flexible. In its final form it is well suited to the needs of teachers at all levels of instruction.

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Workshop on Recordings and Radio   Field Test No. 2

Teacher evaluations .... p. 165 - 167

Leader evaluations .... p. 168 - 170

Evaluation session held with leaders .... p. 199

The most highly rated feature of this program was the demonstration tape prepared locally in advance of the workshop. Demonstration tape included in the kit was criticized because part of it (where dialect was used) was not clear. Neither of these discussion sections, "School Listening Center" and "Radio in the Classroom" was highly rated. This was not too surprising since some of the schools do not have listening centers and relatively few teachers are interested in radio unless they are located where the school can receive specially produced educational programs. Because the schools involved were not so located, changes were made in the demonstration recordings to provide better illustrations for the discussions of uses of recordings. While reactions to this workshop program tend to be directly related to the school's location with reference to both school radio broadcast facilities and to listening-laboratory resources, the program may be profitably used in any area and on all grade levels.

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Workshop on Programmed Instruction   Field Test No. 2

Teacher evaluations .... p. 171 - 173

Leader evaluations ..... p. 174 - 175

Evaluation session held with leaders .... p. 200

The revised program was rated significantly higher than was the original but did not yield satisfactory results. Both the low rating assigned to the section, "Actually going through a program" and failure to rate it at all, indicated that about 40 per cent of the teachers were not being reached. As the criticisms and suggestions were studied, it became increasingly clear that more background building was necessary than could be supplied in a single hour's workshop. Therefore, this program was completely revised. A 22-page handbook, Understanding Programmed Instruction, was prepared to be distributed and studied in preparation for the workshop. It provides a glossary of terms, illustrated explanations, samples, and exercises to build background for the workshop program. Also the several parts of the program were revised to take over where the manual leaves off. The manual was tried out by a limited number of teachers and was found to build essential background in an interesting fashion. The present program admirably meets the needs of teachers at all levels of instruction because the author was willing and able to use teacher reactions as cues to its improvement.

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Workshop on Instructional Television Field Test No. 2

Teacher evaluations .... p. 176 - 177

Leader evaluations ..... p. 178 - 179

Evaluation session held with leaders .... p. 201

Every leader reported that the taped discussion, Enrichment versus Basic Instruction was the least interesting part of the program and that its use made recapturing interest difficult. The filmstrip which followed was criticized as failing to deal with the most critical needs. The section "Group Discussion on Local Use of Television" was highly rated and guidance for this discussion was very favorably mentioned by the leaders. Evaluative comments were studied and re-stuided before revision was made. For the final form of the program Sections A and D, the introductions and the group discussion, were retained with only minor changes.

Teh taped discussion was assigned as a prelistening preparatory activity to be arranged for by teachers at their convenience sometime during the ten days preceding the workshop. The sound filmstrip was discarded and an entirely new one was prepared. The new one focuses on the helps for which teachers expressed need by appreciative comment, suggestion, or adverse criticism. Artist's sketches and diagrams are freely used (1) to make the visuals carry much more of the burden of communication, (2) to sharpen points made, and (3) to keep the filmstrip moving at a lively pace.

This is another program which achieved its present excellence because (1) evaluative comments from the field were seriously studied and interpreted, and (2) the authors were willing and able to build and re-build the program until they had it tailored to gain acceptance as well as to meet needs.

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Workshop on Community Resources Field Test No. 2

Teacher evaluations .... p. 181 - 183

Leader evaluations ..... p. 184 - 186

Evaluation session held with leaders .... p. 202

This program was built around the "presentation of local resources" and 79 per cent of the teachers ranked the actual presentation high; an additional 20 per cent ranked it medium. A specially produced two-part sound filmstrip, in color, drew a double rating. Part One was well received; Part Two was rated quite low, as being artifical and too wordy. This part dealt with a committee of teachers at work on planning to organize community resources; the related filmstrip frames showed the chalkboard plans as they were discussed. The group discussion was not highly rated although it was structured with alternate plans so that every group might have a discussion. Evaluative comment revealed that the discussion might have been a valued experience except for the fact that it prevented spending the time on sharing local resource materials.

Feedback from teachers was almost a mandate to provide more time for both the group discussion and the sharing of local resources. To this end the filmstrip was revised and the "committee meeting" was dropped. This made possible giving additional time to both the group discussion and the sharing of local resources. Also teacher production in preparation for the program was expanded and better structured. Thus another workshop was tailored to meet the needs of teachers.

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EVALUATION OF THE TOTAL PROGRAM

Field Test No. 2

Evaluation by Teachers: 202 Responses

The form used for teacher evaluation of the program as a whole is reproduced on p.203. It was organized in two parts. Data on responses to the second part are reported here.

Teachers were directed to check all of the parts of the statement below:* It will be noted in section (a) with the entire school staff that some responses were qualified. The qualifying comments are given here to show the factors which weighed heavily in helping teachers to reach value judgments. The comments follow:

This program is recommended for building use
(a) with an entire school staff yes 121 no 71

Breakdown
unqualified responses yes 104 no 50
qualified responses yes 17 no 21

Qualified Responses:

Yes - if teachers want the program

- if the principal or audio-visual director recommends it and substitutes it for regular teachers' meetings

- if attendance is voluntary

- if all schools in the system are involved

---

*All did not check every item.

No - unless in-service credit is given

- unless the teachers decide in advance that they want the program

- unless attendance is voluntary

- unless the school has the overhead projector, television, and the equipment required for the program

(b) with new teachers especially	yes 135	no 67
(c) in schools which have an audio-visual coordinator	yes 129	no 52
(d) in schools which have no audio-visual coordinator	yes 135	no 46
(e) other uses		

In responses to "other uses" these additional situations were suggested:

1. Correlated with undergraduate instruction (a) as an integral part of a basic audio-visual course and (b) in teacher education institutions where no formal AV course is required.

2. As a refresher course to be up-dated and repeated every three years.

3. As material to be checked out from the main office or the audio-visual department by any group of ten or more teachers.

4. For teachers returning to the field after families are grown and/or those with family responsibilities who do not want to leave home to advance their education.

Suggested modifications of the program included:

1. Make it more compact; schedule it to be carried on as an intensive five-week program.

2. Make it an elective for teachers in a school system, geared for specific areas and grade levels--to do this, parts of some programs would have to be revised and expanded.

3. Have all teachers attend half of the programs. Permit them to select. For example "Study Pictures" is most appropriate for elementary and junior high teachers; "Programmed Instruction" for junior and senior high teachers; etc.

4. There is much to be gained from this program. It would be more effective if more teachers had the experience of gaining and growing by doing just as the leaders had. Groups of 10 - 20 teachers could learn much from the program by working together to make it profitable for all.

5. A program on aids which teachers and administrators could cooperatively develop would be a good addition to the program. Aids in systematizing annotating, filing, locating, and sharing materials and equipment.

Further suggestions included:

> The greatest problem with this program will be convincing teachers to remain after school to participate. Compulsory attendance might build resentment and negative attitudes. Three things would help build widespread acceptance of the program:
>
> a. Provide released time for attendance--dismiss school an hour early on workshop days.
>
> b. Give in-service credit for attendance at sessions.
>
> c. Make attendance semi-voluntary; attend the five programs of your choice (with no credit).
>
> Interest and attendance would be encouraged if extension course college credit were given for completing the program.

Evaluation, Part One

The first part of the evaluation form required rating the program as a whole on a five-point scale. When the evaluations were analyzed, definite patterns emerged by school groups. Each school was assigned a code letter for reporting evaluations by each school separately. In Table III the results are reported on the five-point scale (1) by each school, (2) by all schools, and (3) by all schools except School E. Table IV shows those same results translated into a three-point scale---low, medium, and high.

Following the tabular data a brief report is presented on each school.

VALUE JUDGMENTS OF WORTH OF TOTAL PROGRAM, BY SCHOOLS

SCALE: No. 1 Indicates lowest value or of little benefit
No. 5 Indicates highest value or of great benefit

SCHOOL	TOTAL	1	2	3	4	5
A	20	1 5%	2 10%	11 55%	6 30%	-----
B	14	--	1 7.2%	6 42.8%	6 42.8%	1 7.2%
C	14	--	3 21.5%	7 50%	4 28.5%	-----
D	37	3 8%	10 27%	16 43%	7 19%	1 2.7%
E	33	7 21.4%	1 33.4%	8 23.8%	7 21.4%	-----
F	7		1 14%	3 42%	2 29%	1 14%
G	20	1 5%	2 10%	6 30%	8 40%	3 15%
H	27	1 3.7%	2 7.4%	16 59.2%	7 25.6%	1 3.7%
I	16	-----	1 6.25%	4 25%	6 37.5%	5 31.3%
J	14	-----	1 7.1%	1 7.1%	11 78.6%	1 7.1%
ALL SCHOOLS	202	13 6.4%	34 16.8%	78 38.7%	64 31.2%	13 6.4%
ALL SCHOOLS except SCHOOL E	169	6 3.5%	23 14%	70 41.5%	57 33.5%	13 7.5%

TABLE III

VALUE JDUGMENTS OF WORTH OF TOTAL PROGRAM, BY SCHOOLS

SCALE	LOW	MEDIUM	HIGH
SCHOOL	1 and 2 Combined	3	4 and 5 Combined
A	15%	55%	30%
B	7.2%	42.8%	50%
C	21.5%	50%	28.5%
D	35%	43%	22%
E	54.8%	23.8%	21.4%
F	14%	42%	43%
G	15%	30%	55%
H	11%	59%	30%
I	6.25%	25%	68.8%
J	7.11%	7.1%	85.7%
ALL SCHOOLS 202	22.8%	38.7%	37.6%
ALL SCHOOLS except SCHOOL E 169	17%	41.5%	41.3%

TABLE IV

School A: TWO SCHOOLS, AN ELEMENTARY AND A HIGH SCHOOL

The executive head in charge of these schools was sympathetic to the program but remained aloof while waiting to see how well it would work out. Few of the teachers in this situation had had an audio-visual course. Evaluations showed that the quality of leadership varied greatly from workshop to workshop. All leaders did not understand leadership as a function. Omissions and substitutions were made that were detrimental to three of the ten programs.

Reference to Table IV shows that the program was rated high by 30 per cent of the teachers, medium by 55 per cent, and low by 15 per cent. Half of this group recommended that the program be offered on an individual building basis but that attendance should be optional, each teacher attending only those programs pertinent to his needs. The other half recommended that credit, either college or in-service, be arranged for those who attend all sessions. Most teachers felt that the program would be of practical value whether or not the school had the services of an audio-visual director. It was recommended especially for new teachers. In response to Part (E) "Other uses," teachers commented:

- Elementary and secondary groups should meet separately (several high school teachers contributed this comment).

- The program is more valuable for elementary and secondary teachers than for senior high teachers (made by a junior high school teacher).

- Require that particular workshops be attended by all teachers, the make the other workshops optional.

School B: ALL TWELVE GRADES

The principal and teachers accepted the program as a challenging experience and worked together to make it a rewarding one. Teachers with leadership responsibilities worked at the job and, according to the several workshop evaluations, performed quite creditably. Relatively few of this group had had a special audio-visual course. Table IV shows that the program was rated high by 50 per cent of the group, medium by an additional 42 per cent, and low by 8 per cent. It was recommended for use by entire faculty groups but not for new teachers. It was judged to be of practical value whether or not the school had the service of an audio-visual director. In response to Part (E), "Other Uses," these comments were made and are reported verbatim:

- Give teachers who present the programs their equipment training program before the workshops. (We needed it!)

- Supply enough kits so that all teachers can be leaders; have small groups of ten teachers (ten workshops)work together.

- Use in any school where equipment is available and in usable condition.

School C: ELEMENTARY SCHOOL

The principal and teachers worked closely together in this situation. The principal kept a record of what the program did to and for the teachers. Several of these teachers had had an audio-visual course. A few of the teachers who served as leaders made omissions and additions to the detriment of the program involved. Table IV shows that 50 per cent of these teachers rated the program medium; 28 per cent high; 21 per cent low.

Many thought that attendance should be voluntary and that the program ought to be conducted on a system-wide basis. A few felt that their school staff had been singled out to do more work than other schools in the system. They judged the program to be less beneficial for new teachers than for experienced teachers and less needed in situations staffed by a strong audio-visual director. In response to Part (E), "Other Uses," these comments were made:

- For all teachers who have not had an audio-visual course.

- As a system-wide workshop for teachers seeking audio-visual help.

- When an entire building wants it for a refresher and new ideas.

School D: JUNIOR HIGH SCHOOL

The principal, the school system's audio-visual director, and the teachers all supported the program. This school faculty is as sophisticated as will be found anywhere. Most of the teachers have had a special audio-visual course, supplemented by guidance and in-service education provided by a dynamic audio-visual director. The school building is new and the teachers have access to a wide assortment of equipment and materials.

Table IV shows that the program was rated high by only 22 per cent of the faculty, medium by 43 per cent and low by 35 per cent. When the low ratings were studied it was noted that relatively few teachers felt that this program was not needed. More typical reaction by this sub-group is represented by this comment: "The material and the presentation was superb. However, this was repetitious for most of our faculty and therefore of little value." The other 65 per cent of the faculty found the program of value as "a refresher, reminder, and opportunity to think, plan, and work together."

Most of these teachers thought that attendance at workshops might be voluntary for at least half of the ten meetings. They felt that the program could be carried out successfully whether or not the school had an audio-visual director. Comments in response to Part (E), "Other Uses," follow:

- For greatest gain have teachers work in groups of 10 - 20 where each has a chance to serve as a leader.

- For all teachers who have not had an A-V course.

- Coordinated with a regular audio-visual course on undergraduate level.

- Organize groups by subject matter areas so applications and discussion center on one area.

- Use as a refresher every three years and include only new developments.

- Directions are so clear that any or all parts of the program could be used by any interested groups or individuals.

School E: JUNIOR HIGH SCHOOL

The program was supported by the principal and part of the staff. Many of the teachers and even a few of the leaders resented the program; some from start to finish. That this staff was hostile to the program was learned only when the evaluation meeting was held with leaders after the workshops were completed. At the same time it was learned also that the teachers had had no part in the decision to participate in the field test program. Had the project staff had this information earlier, the school would have been asked to discontinue the program. Under the circumstances the experience must have been harmful to a number of teachers. Although it was not so reported. The several workshop evaluations that were received from this school were not markedly different from those received from other schools except that (1) they were consistently few in number, and (2) they showed a greater variation in the quality of leadership given. There was no pattern of negative attitude, although there were some expressions indicating such attitudes. However, some workshops were given fairly high ratings.

Tables III and IV show that this school did have its own unique pattern when teachers considered the program in general. It was rated high by only 21 per cent of the teachers, medium by 24 per cent, and low by 55 per cent. Reference to Table III shows that this school alone accounts for half of the ratings in position No. 1, and a third of those in position No. 2, both of which are positions at the low end of the scale. The last two entries in Table III show the final ratings on a three-point scale (1) by all ten schools and (2) by the other nine schools. Many of the teachers in this school seem to have been far more hostile to the idea of the program than to its component parts.

Most of the teachers felt that the program should be offered for an entire school staff only if the staff wanted it, and even then that attendance should be voluntary. Many thought the program might be unnecessary when the school had an audio-visual director. In response to Part (E), "Other Uses," the comments that were made are reported in two categories:

Negative and Irresponsible:

- The program is good for fourth grade only.

- For freshmen in college perhaps.

- So simple that I was embarrassed to present my workshop.

- Too simple for a professional group of teachers.

Constructive:

- With the equipment operations program (ours didn't get underway) this program could be used with any group that wanted to work at it.

- Would be most effective in groups of ten, each member serving as a leader.

- Attendance should be voluntary, permitting each teacher to attend only those sessions which meet his personal needs.

- Teachers might be given university extension course credit for attendance at all sessions.

- All schools within a system should be involved, and teachers in need of the program permitted to attend sessions pertinent to their needs.

School F: ELEMENTARY SCHOOL

The principal and teachers in this school entered the program whole heartedly. They have a minimum of equipment and materials and are anxious to make effective use of what they have. Relatively few of the teachers have had an audio-visual course. Reports were received from only half of the teachers. Table IV shows that the program was rated high by 43 per cent, medium by 42 per cent, and low by 14 per cent of those reporting. These teachers recommended the program for use with an entire school faculty and especially new teachers. They recommended it for schools both with and without the services of an audio-visual director. In response to Part (E), "Other Uses," these comments were made:

- For teachers who feel the need for audio-visual education.

- Only those programs for which the school has the equipment.

- For use only if teachers are also taught the operation of equipment.

School G: JUNIOR HIGH SCHOOL

The school faculty, the principal, and the audio-visual director all entered into the program wholeheartedly. Several of the teaching staff have had audio-visual courses. With one exception the workshops were carried on as planned. One leader set aside much of the program to present his own ideas. Table IV shows that the program was rated high by 55 per cent of the group, medium by 30 per cent, and low by 15 per cent. It was recommended for the entire staff of a school by the majority and for use with teachers new to the school system. It was judged to be of practical value whether or not the school had the services of an audio-visual director, but more valuable if there was an audio-visual director. In response to Part (E), "Other Uses," comments were as follows:

- For use periodically to review, renew, and inspire.
- Combine two workshop programs and use the entire program as a five-week study course.
- Use with any group to stimulate interest in audio-visual equipment and materials.
- The best programs were those where leaders were directed to incorporate local materials; do more of this.

School H: TWO SCHOOLS--AN ELEMENTARY AND A HIGH SCHOOL

Two schools worked together, with the high school principal serving as coordinator. Many of the teachers had had special audio-visual courses. The equipment operations program had not gotten well underway and the whole program was down-graded by those who had placed a high value on this aspect of the program. Table IV shows that 59 per cent of these teachers rated the program of medium value, 30 per cent of high value, and 11 per cent of little value. The majority of this group recommended the program for an entire school staff if certain workshops (to be determined by the staff) are required and attendance at others is left to the discretion of the teachers. Most teachers felt that the program would be of practical value whether the school had an audio-visual director or not. In response to Part (E), "Other Uses," these comments were made:

- For all teachers who have not had an audio-visual course recently.
- To be given annually for new teachers.
- For use at departmental or grade level meetings where direct applications would be made.
- For any group, large or small, who wants to learn audio-visual methods.

School I: ELEMENTARY SCHOOL

The principal and teachers have a fine working relationship and together accepted the program as a challenging experience. Relatively few of the teachers had had an audio-visual course. Fortunately, there are funds for the purchase of equipment and materials as needs are recognized. Table IV shows that the program was rated high by 68.8 per cent of the group, and medium by 2.5 per cent and low by the remaining 6.25 per cent. It was recommended for use by entire school faculty groups. It was not recommended for use with new teachers especially, unless they lacked a college credit course in audio-visual education. The program was judged to be of greater value to schools lacking the service of an audio-visual director. In response to Part (E), "Other Uses," these comments were made:

- For any group that wants to learn audio-visual methods.

- For older teachers who can not or will not leave home for in-service education.

School J: ELEMENTARY SCHOOL

The principal, the school's audio-visual director, and the teachers all entered into the program wholeheartedly. Both the principal and the audio-visual director attended the workshops regularly as interested participants.

All Schools

The last two entries on both Table III and Table IV show the significant differences in rating when School E rating was included and then excluded. School E was the only school in which the teachers felt that the program had been forced on them. The data highlight the fact that the program should be undertaken only in schools where the teachers are sympathetic to it.

The data regarding "All Schools except School E" indicate that in general any school might expect slightly more than 40 per cent of its teachers to rate the program high, an equal per cent to rate it medium, and around 17 per cent to rate it low. However, the enthusiasm of the group, its leadership, the support the program receives from the administration, the previous audio-visual experience and education of the teachers, and the size of the group are variables to be considered. For example, the exceptionally high rating of the program by School J may be attributed in part, at least, to these factors: (1) the small number of teachers involved--every person actively participated in preparing for the programs, and (2) the fact that both the principal and the audio-visual director supported the program by their attendance, interest, and cooperation.

As originally planned the size of a group would be limited to 30. To enable more than 30 to participate actively in preparation as well as in the workshop session, the group should be divided to work as two groups with two sets of the materials. Data obtained from this rating and from comments made by teachers bear out the wisdom of this grouping.

Few of the teachers had had a special audio-visual course. Table IV shows that this group rated the program more highly than did other schools: 85.7 per cent gave it a high rating, 7.1 per cent rated it medium, and 7.1 per cent rated it low. Most of the teachers recommended the program for use by an entire school staff and felt that it could be successfully conducted whether or not the school had an audio-visual director. In response to Part (E), "Other Uses," these comments were made:

- As a refresher and introduction to new methods periodically.

- For all teachers who have not had an audio-visual course.

- For all who have not had an audio-visual course in the last five years.

- Kits should be available for use when a school gets new equipment (overhead projector, television, etc.).

Evaluation of Total Program by Principals

The evaluations made by nine principals are reported in detail on page 133. One principal's evaluation was not returned.

Three principals reported that the program had been of great benefit, six of some benefit, one reported it had done some harm, and two reported instances of hostility. The principal of a 16-teacher building reported that the program had been of some benefit to 12, had engendered hostility on the part of four and resulted in harm to two of these. In four schools the attitude toward audio-visual education was reported as distinctly more favorable; in five schools somewhat more favorable. As a result of the program, materials are being used much more effectively in five schools and somewhat more effectively in four others. Much greater use of materials has resulted in three buildings, somewhat greater use in six. One principal reported that he saw "greater use as time goes on. Teachers are now aware of the materials and will use them as the occasion presents itself." The following advantages to having teachers serve as workshop leaders are quoted from the reports made by principals:

- Teachers learned more because they felt relaxed with a colleague as leader.
- Learning by doing paid off--teachers became familiar with and interested in what others were doing as well as with A-V methods and materials.
- Created empathy for the "instructor" which led to better attention.
- All appreciated the time and effort which had gone into the preparation. This led to more responsible participation.
- Made it (the education) economically feasible.
- Developed a corps of "specialists" among the faculty that will provide long-term benefit.
- The fact that each leader developed skill with a particular medium developed every teacher's self-confidence in using audio-visual materials.
- The unique values in the program were (1) the development of a corps of trained leaders in the building and (2) the interests engendered in working together as teachers did.

Disadvantages, too, are reported by use of direct quotes:

- Simply one of time. Leadership adds one more burden for teachers.
- Time given by the building principal.
- Might not be accepted by all faculties.
- Some workshops not as well done because of differences in leadership ability and preparation.

An outgrowth of participation in the program was a noticeable increase in requests for: (1) additional items of equipment in five schools, (2) additional audio-visual materials in six schools, (3) requests for catalogs in two schools, (4) audio-visual books in two schools. There was no increase in two schools. Teachers asked for: (1) instruction in equipment operation in eight schools, (2) help in developing a system for scheduling equipment in two schools, (3) information about accredited audio-visual courses in two schools, (4) information about additional A-V workshops in two schools, and (5) help in developing a catalog of audio-visual materials in three schools.

Administrative personnel were interviewed after the workshops were completed. The strong points and weak points of the program as noted by the administrators are reported in detail in the account of those interviews, page . "Strong Points and Outcomes" are fairly well summarized in these excerpts."

- It was an inspiration. Created common interests. Personal feelings were good after working on the program.

- The major reward was teacher involvement and training ten people in audio-visual work.

- Use of the Thermofax copying machine located in the administrative offices had to be curtailed.

Another audio-visual director held a meeting with the teachers as soon as the program was completed to plan definite follow-up activities while teachers were interested. The third audio-visual director sent a letter of appreciation from which the following is quoted:

> Yesterday I attended the final audio-visual workshop in the Packaged Program at ____________ Junior High School. It has been a stimulating experience to attend these meetings. The staff has renewed old learnings, acquired new ones and become much more alert to the possibility of using a variety of aids in teaching. The teachers are applying in the classroom many of the ideas presented in the workshop.

This letter concerns School D, the most sophisticated school involved.

The audio-visual director in a city located close to School D asked to use some of the programs. It was not possible to supply more than two. Bulletin Boards and Other Displays and Overhead Projection were the workshops supplied and each was used in three different buildings. This audio-visual director was enthusiastic about the program and reported that the building groups involved had been interested in sharing with each other "how it works" as well as "information gained."

CONCLUSIONS RESULTING FROM THE STUDY

The following conclusions seem warranted as a result of this study. Because most of them stem directly from data obtained through Field Test No. 2, conclusions from that field test are not reported separately.

Teachers are willing and able to carry on a specially-prepared, self-administerable program of in-service aduio-visual education in their respective schools. This was demonstrated during Field Test No. 2 when the program was carried on successfully with no guidance other than that furnished in the Packaged Program Kits.

The workshop programs revised in the light of teacher evaluations for use in Field Test No. 2 were much more effective than the original programs. It seems warranted, therefore, to conclude that feedback obtained from teachers furnishes reliable data on which to revise and tailor programs designed for in-service teacher education.

The program effectively meets the needs of in-service teachers who have not had an accredited course in audio-visual methods and materials. It is not the equivalent of such a course. It provides a working knowledge of the application of the basic principles of the instructional use of ten different audio-visual materials and lays the groundwork for further self-instruction.

The program serves as a good refresher course, especially for teachers who have had no audio-visual course during the past few years. Because changes are taking place so rapidly in the field of communication refresher programs are needed.

The program is of dubious value for a faculty composed mostly of teachers (1) who have had an accredited course in the area and (2) who regularly attend audio-visual refresher courses conducted by the school system's audio-visual director.

When the program is used by a school faculty, most of whom are in need of basic instruction, all members of the staff should be expected to attend all ten workshops. Only in this way can the entire staff get the concomitant values that accrue from working closely together.

When the program is used basically as a refresher experience, the data suggest that several variations may be worthy of consideration:

1. To accommodate school faculties which could manage a program that would be completed within a semester but could not undertake one for a longer period, the program might be reduced to a series of six workshops consisting of (a) five basic programs--Bulletin Boards and Other Displays, Overhead Projection, The Motion Picture, Programmed Instruction, Community Resources--and (b) one workshop to be selected from among the remaining five. For example, an elementary school faculty would probably choose the Workshop on Study Pictures and Opaque Projection as its sixth workshop while a junior high school might choose the Workshop on Instructional Television. On the other hand, a school at any level of instruction which was launching instructional television or hoped to

extend its teaching by television would want this program. The five basic programs of the suggested series of six workshops are those which were found to be most helpful as refresher programs. The shortened series does not jeopardize the values inherent in working closely together to achieve common goals.

2. The program might be made available to any group of ten or more teachers who want to use the program. Teachers suggested this plan because they felt that the leaders derived more benefit from the program than did the others. The interest and cooperative efforts of the small group would probably over-shadow unfortunate variations in leadership ability that might occur.

3. Attendance at all workshops in the series might not be required of teachers who have had an accredited audio-visual course in the past three years. These teachers might choose which five of the ten workshop programs or which three of the six workshop programs to attend. Judging from the data such concessions would (a) get these teachers involved in working along with their fellow teachers, (b) prevent teachers from being penalized who have taken the college course.

These programs may be carried on successfully whether or not the school system has an audio-visual director. Where there is neigher an audio-visual director nor coordinator, the principal may name one of the workshop leaders to coordinate the workshop programs. If there is such a specialist on the staff, he will want to coordinate the program himself. Audio-visual directors whose schools were involved in the Packaged Program indicated (with one exception) that they hop to use the program when it is released for general distribution. tion.

The success of the program depends heavily on the school principal's carrying out the following responsibilities which are fully explained in The Administrator's Guide:

Use of the Program. The program is beneficial only when the majority of the teachers in the school participate willingly. Decision to launch the program should be arrived at cooperatively.

Leadership Control. The quality of the workshop is affected by its leadership. While the ability, enthusiasm and preparation of workshop leaders can never be equalized, the differences may be minimized when the principal exerts the leadership control that is provided. It is his duty to select workshop leaders judiciously.

The Equipment Operations Training Program. This is a requisite part of the Packaged Program. Unless teachers are able to operate the equipment involved, they are frustrated because they cannot apply their new-found knowledge in their classroom teaching.

Teachers are appreciative of any special considerations made in recognition of the fact that their regular duties are time consuming. They responded very well in situations where the following provisions were made:

1. Other meetings were kept to a minimum during the course of the program.
2. Released time was provided for workshop attendance in two schools. The principals of both schools reported that the ideas of released time (a) boosted teacher morale and (b) built respect for the program.
3. In-service credit was given for participation in some schools. Many school systems have set up a point system and award a certain number of points for activities aimed at professional growth. When a given number of points are earned, the teacher receives a stipulated salary increment.
4. The school principal and/or the audio-visual director attended the workshop sessions. Their attendance at the workshops engendered a spirit of mutuality and teachers more freely discussed both their asperations and their problems with these supervisory persons.

The self-administerable feature of the program whereby selected teachers led the workshops contributed outcomes unique to the program. Specifically these were:

1. That teachers developed a spirit of mutuality; they became truly interested in each other's ideas, activities and competencies by working together on common goals.
2. The fact that each leader developed and demonstrated skill with a particular medium contributed to every teacher's confidence in his own ability to learn to use these materials effectively.
3. The development of a corps of "specialists" to provide long-term consultive services.

CHAPTER IV

IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

No program similar to this study has been reported in research literature. Therefore, this project has been exploratory in nature. Nevertheless, this project has demonstrated that one can take an area of instruction, break it down into teachable units, develop materials for teaching the units, test the results, make the revisions indicated, and end up with a highly useful self-administerable program for group instruction. This program represents a way of teaching large numbers of people in widely scattered groups simultaneously.

Some of the procedures used in developing this particular self-administerable packaged program would be essential to the development of any similar program. For example, the following steps were found essential to the development of any packaged unit.

1. Identify the area of instruction.
2. Break down the subject matter into teachable units.
3. Define the outcomes sought in terms of desired behavior.
4. Determine what learning experiences are required to attain the desired behavior.
5. Test the program.
6. Revise, if necessary.

Even though the steps must be taken in the indicated sequence there may be variations in the manner in which each is accomplished.

For instance, consider the fourth step, "Determine what learning experiences are required to attain the desired behavior." To prepare materials for inclusion in each of the packaged units to be used in Field Test No. 1, considerable time was spent in outlining sequences of experiences--discussing, approving, rejecting a whole outline or particular part of it. Hours were spent in screening materials, searching for those which hit the target. Finally, decision was made to use a particular group of materials in a particular manner and sequence.

At this point a specific pattern was decided upon. It would have been possible to develop alternate patterns in a similar fashion. Had alternates been developed they might each have been tested in comparable situations to learn which yielded the better results. Would such procedure yield an improved program? Might it reduce the necessity for drastic revisions later? Obviously, further investigation is required before these questions can be answered.

In the preceding chapter we reported that teacher reactions had furnished a valid basis for the improvement of the several workshop programs. As a matter of fact, the data obtained from teachers were so helpful that if we were to replicate the study we would make some radical changes in procedure. These changes are reported here.

Our first step would be to prepare a questionnaire designed to obtain a problem census on each workshop topic. Each questionnaire would be distributed to 105 teachers, 35 at each level of instruction, elementary, junior high, and senior high. This coverage should yield 25 responses at each level.

Each workshop program would be tentatively outlined and the full outline distributed to a limited number of selected teachers interested in improving their use of audio-visual materials. After these teachers had an opportunity to familiarize themselves with the outline, they would be brought together from their respective schools to be participants. A member of the project staff would lead the workshop. Following the demonstration of the program, the teachers would be asked to give hard-hitting constructive criticism in group discussion and by written evaluatory comments.

On the basis of this evaluation and of the data from the problem census, the program would be designed for the first field test. Each program would be field tested as a unit. At this stage no one school would be asked to participate in field testing more than two of the programs. As a result of this field test, each program would be revised to whatever extent was necessary. When all programs had been revised to this point, they would be field tested as a series of audio-visual programs. Hopefully, the workshop programs would need no further revision. However, any revisions called for as a result of the evaluations should be made.

The advantages of the procedure follow:

1. It would be more economical of teacher time since field testing the program as a whole would not be made until each component workshop program had been individually tested and perfected.

2. It would permit the perfecting of each single program to proceed rapidly.

3. It would make more economical use of the time of the audio-visual specialists involved.

Further, at the beginning of each workshop we would introduce a graphic representation in the form of a chart* which would convey the key points of the particular program in such a clever fashion as to become a conversation piece. Hopefully, the chart would become both an interesting preview and a much-discussed review to help teachers conceptualize the major points presented. Copies of all charts would be distributed for inclusion in the teachers' notebooks.

In this study the idea of a teacher's notebook was not introduced until the final revision of the program. It had been more or less taken for granted. However, teachers need to be encouraged to file in a looseleaf notebook all materials distributed at the workshop sessions. Otherwise some teachers will not save these references for further study and review. Nor will they add their own comments and reactions unless given suggestion and encouragement.

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*The idea of a graphic representation (a chart) as a partial introduction to each workshop was suggested by a member of the project staff but at so late a date that arrangements could not be made for completion of the art work involved.

PRODUCTION OF MATERIALS INVOLVED

Some experimentation was required to learn efficient production procedures. There are advantages in having copy for offset printing prepared in the project office when such copy must be coordinated with the production of other items scheduled for distribution in the same kit. The schedule shown in Figure   indicates such coordination and a valid time schedule. To maintain this schedule it was necessary to obtain extra typists for peak periods and to work overtime. The following changes would be made if we were to replicate the study.

Since extensive printing is called for, the clerical staff would include a typist skilled in preparing copy for offset printing, a second typist to type rough drafts of manuscripts, filmstrips, scripts etc; and a project secretary. This clerical help would make possible the simultaneous preparation of three manuscripts for offset printing. (We processed the manuscripts one at a time.) The grouping of manuscripts would have the following advantages:

1. It makes a realistic approach to the fact that one in three author manuscripts are normally behind schedule. When one or two manuscripts are on schedule, production may be maintained without either overtime work and other undue pressure on the clerical staff or use of temporary clerical help unfamiliar with the work in progress.

2. It makes adequate provision for proofing copy, etc., without disruption of the typing schedule.

3. It reduces the number of printing jobs. Most printers can handle three publications simultaneously on a pre-arranged schedule.

4. It makes possible the preparation of copy for printing three 30-page, 6" x 9" publications during a three-week period.

A brief mimeographed explanation of the project and the special services required would be furnished to artists, photographers, and other persons whose special services would be required in connection with production. The explanation would give these persons background for the meetings to be scheduled when arranging for their services. In all other respects the approach to special services would be conducted as it was in the present study.

IMPLICATIONS FOR IMPROVING ELEMENTARY AND SECONDARY EDUCATION

When curricular problems are being discussed, teachers often mention particular unitary parts as being unusually difficult to teach effectively. The present study has implications for improving the teaching of these units. A systematic study of a particlar subject matter area at a particular level of instruction might be made in order to identify those units (perhaps a day's lesson or a week's program) which are especially difficult to teach effectively and are also basic to the development of concepts which are to follow.

Once the units are identified, efforts could be directed at developing packaged programs for teacher use when these particular units are taught. Teacher groups might well be involved at all stages of the process: the identification of units and the development and testing of the packages.

IMPLICATIONS FOR COLLEGE TEACHING

The present study has two implications for college teaching. First, it can increase the scope and influence of a college's distinguished teachers. College enrollments continue to increase at a phenomenal rate. As a result, undergraduate students are taught in over-large class groups and often by graduate students who are capable doctoral candidates, but not well-qualified teachers. There is a growing concern over the fact that so many undergraduate students are not getting any of their instruction from the colleges' outstanding teachers.

Since these vast numbers of students cannot be taught directly by outstanding teachers, they might be taught by them indirectly through packaged programs prepared by these teachers. It would be entirely feasible for a college department, working cooperatively, or for a distinguished teacher in the department, to package a whole course which could be used effectively by graduate students or other instructors.

The second implication is for the use of packaged programs for teaching parts of particular courses, having small groups of students work together, each assuming responsibility of leadership in conducting a particular part of the program, just as teachers did with the workshop programs developed by the present study.

IMPLICATIONS FOR ADULT EDUCATION

Technological advances, automatic retirement from gainful occupation, a much longer life span, a shortened work week, and a population explosion have created the need for a new kind of education in the United States--education for leisure. Candidates for this education are to be found among the growing number of retired citizens, among housewives whose children are grown or well on their way to adulthood, among the ill and the handicapped, and among the gainfully employed who have found neither intellectual stimulation in their occupations nor a challenging avocation.

Among these people there is need for both intellectual stimulation and group identification. For example, many a retiree lost not only his principal group identification, but in all too many instances, his only group identification when he retired.

This is not intended to imply that there are not already programs in operation designed to meet the needs of some of these people. Some of the programs which are underway have proved highly successful. However, the number of persons not reached far outnumbers those who are reached. Furthermore, there is no agency organized to meet these needs.

Packaged programs could be developed to furnish the desired intellectual stimulation. Participation in the program would necessitate becoming a member of a small group of persons who shared a common interest, the particular topic treated in the program. Therefore, the packaged program method might well be explored as a means of providing self-teaching units which would meet both major needs of these people; i.e., intellectual stimulation and group identification.

FURTHER IMPLICATIONS FOR IN-SERVICE EDUCATION

It is common knowledge that there is a lag of roughly a quarter of a century between the teaching practices which are generally employed and those which have been proved by sound research to be more fruitful and effective. During the last quarter of a century there has been a knowledge explosion. Research has been refined and speeded up dramatically. A number of innovations introduced into teaching have been found to be unusually effective. Society can no longer afford a gap of 25 years.

Packaged programs represent a way of teaching large numbers of people in widely scattered groups simultaneously. This is precisely what must be accomplished if the gap is to be closed.

APPENDIX A

PRECEDING PAGE BLANK-NOT FILMED

Bureau of Educational Research and Service
The Ohio State University, Columbus, Ohio

Packaged Program Project
RF 1683 - Field Test No. 1

Teachers' Evaluation of Workshop No. 1
BULLETIN BOARDS AND OTHER DISPLAYS

	23	18	32	45	2	2
Circle Teaching Level:	Elem.	Jr. Hi.	Sr. Hi.	undesignated,	jr.-sr,	all 3

122 forms returned

Name of School ____________________

1. The part of the workshop on displays which I found most helpful was: ____

SEE FOLLOWING PAGE FOR SECTIONS 1-5

2. The parts of the workshop which best held my interest and attention were:

3. If there were parts of the workshop which did not hold your interest, what were they? ____

4. Because of the workshop on display, I want to find out more about ____

5. Check any of the following activities which you have carried on as a result of the workshop on display: 122 forms returned.

31% 38 Involved students more extensively in preparing and evaluating displays.
31% 39 Have used classroom displays for more purposeful learning.
79% 94 Have become more critical of both my own displays and others that I see.
23% 29 Have experimented with size, shape, color, line and texture in arranging displays.
19% 24 Have added at least one new type of display for classroom use.
15% 19 Have consulted references on some aspect of display.
17% 22 Have evaluated a classroom display with one or more of my colleagues.
8% 10 Have tried out 3-D arrangements on bulletin boards.
15% 18 Have tried to improve and vary the lettering used on classroom displays.
10% 13 Have explored new ways to anchor materials to the bulletin board.
1.5% 3 Have investigated the references provided and have asked our school to add to the teachers' reference shelves the following items: opaque projectors; Hook 'N Loop board; buy the book with the displays
13% 16 Left this section blank.

WORKSHOP NO. 1, FIELD TEST NO. 1 (Continued)

122 forms were returned.

Questions one through four required statement answers. Listed below are the most frequently expressed comments along with a tally showing how many times the statement was made.

1. The part of the workshop on displays which I found most helpful was:

42 - The principles of design and color
27 - The bulletin boards
14 - The types of boards (Hook 'N Loop, Felt, Peg, etc.)
13 - Showing the variety of materials which can be used in classroom display
4 - Sources of material
3 - That a display must carry a message
3 - Seeing the various machines in use
3 - Left this section blank

2. The parts of the workshop which best held my interest and attention were:

33 - Showing the different kinds of bulletin boards
22 - Principles of size, shape, color, line texture, etc.
23 - The various types of backgrounds, felt, loop, and anchoring devices
18 - Liked all the workshop - opaque projector especially
18 - The use of the overhead projector
6 - The group discussion at the last of the workshop
18 - Assorted single comments including --
Hook 'N Loop Board, variety of media, the references, projected visuals, mounting of pictures, uses of opaque projector, textbook illustrations, etc.
15 - Left this section blank

3. If there were parts of the workshop which did not hold your interest, what were they?

6 - Repetition of what I had in college
5 - Make the leader's speech shorter--use hand-outs for ideas
5 - Not enough contrast between good and poor displays
3 - Inexperienced use of opaque projector
3 - Explanations with no visuals
12 - Assorted comments including (2) all of it; not on level; not enough in area; opaque projection; visuals hurt my eyes, etc.
88 - Found nothing to report here.

4. Because of the workshop on display, I want to find out more about --

19 - The principles of displays, color, balance, etc.
7 - The size, cost and source of Hook 'N Loop boards
5 - The construction and purchase sources of boards and materials
5 - The more effective and attractive use of bulletin boards
53 - Left this section blank

TABULATION AND COMMENT LISTING OF TEACHER REACTIONS TO WORKSHOP NO. 1 FIELD TEST NO. 1 (Continued)

4 - The opaque projector
4 - The use of projectors and recorders
4 - The 3-D displays
3 - Felt boards
3 - Using a variety of displays in the classroom
3 - The new aids available; anchoring, etc.
3 - How to use the opaque projector
3 - Involving students in display
3 - Backgrounds for displays
6 - Assorted single comments

5. Check any of the following activities which you have carried on as a result of the workshop on display: These appear on the first page of this tabulation.

Please note any activity which you expect to carry on as a result of Workshop No. 1.

Additional comments included the following:

- Expect to be more critical of my bulletin board and to try different and varied displays

- Will involve students in bulletin board displays

- Hope to make use of many of the activities listed in No. 5

- Expect to make a flannel board

- Expect to set up student committees for bulletin board displays on future units

- Bulletin board is one of the best educational aids available

- Expect to attack the problems of bulletin boards in the corridors, hoping to use 3-D arrangements

- Work out ways of using limited materials and equipment to better advantage

Name________________________ Project RF 1683

School______________________

QUESTIONS REGARDING WORKSHOP NO. 1, FIELD TEST NO. 1 , DISPLAYS

20 MAXIMUM - 10 Leaders, 10 Assistant Leaders, 18 Returns

1. Did most of the teachers appear to be __13__ interested?

   __4__ Restless? __0__ Bored?

2. In what aspects of the workshop were teachers most interested?

   Least interested? SEE FOLLOWING PAGE FOR STATEMENT ANSWERS.

3. What comments did teachers make about the workshop?

4. In what respects was your leadership role a satisfying and rewarding experience?

5. State specifically any difficulties you encountered during your workshop, along with your analysis of the reasons for them.

6. What changes, if any, would you recommend in the content and/or procedures of the workshop? Give reasons for your recommendations.

Note: Use back side of this sheet for response, if necessary.

QUESTIONS REGARDING WORKSHOP NO. 1, FIELD TEST NO. 1 Continued

2. In what aspects of the workshop were teachers most interested?

10 Bulletin boards
3 How to obtain new sources of materials
2 Knowledge of the principles of design and setting up displays
1 The discussion groups were of value
1 Introduction to newer equipment (overhead projector)

Least interested?

8 The tape recording was too long
2 The slides proved uninteresting
1 No comment
1 Peg board was of no value
1 Little interest in bulletin boards (color, balance)

3. What comments did teachers make about the workshop?

10 The workshop program was presented very well
4 They received new ideas and sources
3 The workshop was of no value

4. In what respects was your leadership role a satisfying and rewarding experience?

7 Leadership led to gaining new ideas and methods
3 Leadership provided an opportunity to work with others (cooperation)
2 Opportunity to learn how to operate various equipment
2 The experience provided no specific differences
3 No comment

5. State specifically any difficulties you encountered during your workshop, along with your analysis of the reasons for them.

7 Obtaining and operating equipment
5 No problems were encountered
2 The workshop was too complicated
1 Unable to secure the necessary equipment for the workshop
2 No comment

6. What changes, if any, would you recommend in the content and/or procedure of the workshop? Give reasons for your recommendations.

8 Tape explanation of design
7 The tape recording and the introduction should be condensed
4 Give more practical demonstrations of good displays
4 An abundance of material was supplied for overhead projector(slides)
1 Devote more time to blackboard technique
1 There was a lack of equipment

Bureau of Educational Research and Service
The Ohio State University, Columbus, Ohio

Packaged Program Project
RF 1683 - Field Test No. 1.

Teachers' Evaluation of Workshop No. 2
PROGRAMMED INSTRUCTION

97 forms were returned to project.

Name of School________________________
underline teaching level: 38 Elementary, 16 Jr. High, 28 Sr. High, 1 Jr-Sr High, 1 elem.-Jr. High, 11 undesignated

Rate the following aspects of the Programming Workshop:

	Low		Medium		High		Omitted	
	No.	%	No.	%	No.	%	No.	%
a. Leaders' presentation of topic...	0	-	19	19	77	80	1	1
b. Discussion of key questions......	9	10	40	40	46	48	2	2
c. Information gained................	13	12	55	57	22	23	7	7
d. Actually going through a program.	8	7	43	44	28	28	20	20
e. Evaluate the programs you used:								
Sets	11	10	36	37	14	15	36	37
Division	13	12	27	28	16	16	41	43
Punctuation	9	8	31	31	10	10	47	48
Poetry	30	31	23	23	16	17	28	27
eu & dys	10	10	27	27	23	23	37	37
Spelling	24	24	31	32	12	12	30	30

The revision of this program should put more emphasis on? (Use opposite side if needed)

SEE FOLLOWING PAGE FOR WRITTEN COMMENTS.

Less emphasis?

The phases of programming I'd like to find out more about are:

Check any of the following activities which you have carried out after attending the workshop on programmed instruction.

97 forms returned

7 Experimented with the writing of a program
8 Tried out programs on phonics, reading, Algebra I for slow pupils, punctuation, English, arithmetic
2 Attended another workshop on programming
16 Examined or changed my teaching procedures using some of the programming principles used at the workshop
27 Read more about programmed instruction
63 Had discussions with other teachers on the values of programming
0 Planned an additional teachers' meeting on programmed instruction
5 Arranged to order programmed materials for my class
1 Planned to take an in-service course or summer course on programmed instruction

Form 2-4

TABULATION AND COMMENT LISTING OF EVALUATION SHEET FOR WORKSHOP NO. 2 FIELD TEST NO. 1 (Continued)

97 forms returned

The revision of this program should put more emphasis on?

6 - Orientation, a definition, a lead up to programming, at the beginning.
6 - Following one program through
5 - Kinds of programs and limitations
4 - The teacher's role
4 - Well-balanced as is
4 - Free discussion
17 - Scattered ideas include: evaluation of existing programs; the leader's role; a display of machines; pilot studies; sets idea; limitations of programs, etc.
52 - Left this blank

Less emphasis?

2 - The "poetry" set
9 - Individual comments include: types of programs; mass teaching; how programming operates, generalities, etc.
86 - Left this blank

The phases of programming I'd like to find out more about are:

22 - How to construct a program on my level or subject
7 - What "result" information is available?
3 - Remedial uses
8 - Individual comments include: all phases: sets idea; programs available in book form; see programs in use, etc.
57 - Left this blank

Bureau of Educational Research and Service
The Ohio State University, Columbus, Ohio

Packaged Program Project
RF 1683 - Workshop No. 2

Name ______________________________

School______________________________

QUESTIONS REGARDING WORKSHOP NO. 2 FIELD TEST NO. 1
PROGRAMMED INSTRUCTION

20 MAXIMUM - 10 Leaders, 10 Assistant Leaders, 13 Returns

1. What aspects of the workshop were most interesting to teachers?

   7 Programmed instruction was the most interesting.
   4 Explanation of Cyclo-teacher was helpful.
   2 Programmed instruction and its application to teaching was enlightening.
   1 The discussion periods proved valuable.
   1 No comment

2. Least interesting?

   4 The principles in programming were not helpful.
   2 Sets (spelling, poetry, etc.) uninteresting
   1 Discussion periods (terminal behavior for Programmed Instruction)
   1 Film chart presentation
   5 No comment

3. What specific comments did teachers make about the workshop?

   9 Programming of materials of no value.
   1 Workshop was interesting and presented a challenge to use new ideas.
   3 No comment

4. State specifically any difficulties you met during your workshop. How can we change the program to decrease such difficulties?

   5 No difficulties
   3 Purposes and values of the program were ineffectively presented.
   2 Too much time was allotted to the workshop.
   1 A few teachers were not interested in the meetings.
   1 Eliminate the responses to question period.

5. What changes, if any, would you recommend in the content or procedures of the workshop? Give reasons for your recommendations.

   3 Workshop entails too much time.
   3 Provide tests on specific teaching areas.
   1 Programmed Learning should be clearly explained.
   1 Include more emphasis upon teaching machines.
   5 No comment

6. Would you prefer to have part of the material presented by a recording?
   Yes_1_ No_8_ A film? Yes_8_ No_1_ A filmstrip? Yes_4_ No_4_ Explain.
   4 Left No. 6 blank.

Form 2-7

Bureau of Educational Research and Service
The Ohio State University, Columbus, Ohio

Packaged Program Project
RF 1683 - Field Test No. 1

Teachers' Evaluation of Workshop No. 3
STUDY PICTURES AND OPAQUE PROJECTION

Circle teaching level: Elem. 23 Jr.Hi. 11 Sr. Hi. 14 Name of School_____________
all three levels - 1, undesignated - 42.

91 forms returned to project.

Now that a few weeks have elapsed since the workshop on picture materials and opaque projection, we ask you to respond to the following statements and questions. Do not sign your name.

1. The part of the workshop on picture materials and opaque projection which you found most helpful was:

2. The parts of the workshop which best held your interest and attention were:

3. If there were parts of the workshop which did not hold your interest, what were they?

4. Because of the workshop on picture materials and opaque projection, I want to find out more about:

STATEMENT ANSWERS TO THE ABOVE QUESTIONS WILL BE FOUND ON FOLLOWING PAGES

5. Check the following activities in which you have participated as a result of Workshop No. 3, Pictorial Materials and Opaque Projection.

91 forms returned.

8% 8 Have experimented with different uses of the opaque projector.
33% 31 Have assigned textbook illustrations and other pictures for study.
47% 43 Have used pictures to greater advantage in my teaching.
6% 6 Have produced some teaching materials by using the opaque projector.
19% 18 Have read some of the suggested references.
15% 14 Have urged that the school purchase an opaque projector.
3% 3 Have urged that the school purchase references selected from the Bibliography.
20% 19 Have discussed with fellow teachers our school's need for new projectors, more opaque projectors, an overhead projector, dark blinds, screens.
3% 4 Have suggested that our school purchase the following items a file of pictures to be available in our library, booklets about AV materials.
48% 45 Have worked at helping students learn to interpret pictures.
42% 39 Have encouraged students to use sketches and other pictorial material to enliven reports and/or clarify key points.
22% 23 Have made picture materials serve more teaching purposes.
26% 24 Have started a file of pictures for classroom use.
22% 20 Have started to augment our classroom file of pictures.
2% 2 Have suggested that our school organize a catalog of the picture sources.

Form 3-4

TABULATION AND COMMENT LISTING OF TEACHER REACTIONS TO WORKSHOP NO. 3 FIELD TEST NO. 1 (Continued)

91 forms returned.

Responses to the first four questions are listed below, preceded by a tally number.

1. The part of the workshop on picture materials and opaque projection which you found most helpful was:

27 - Explanations of operation and uses of the opaque projector
9 - Selection of each picture for functional task as a teaching device
8 - Interpretation by picture reading
5 - The use of non-titled pictures for test and discussion
5 - The study of pictures by projection
5 - Discussion of use, evaluation, and meaning of pictures
5 - Selection of each picture for a functional task
5 - Assignment of picture reading by students
4 - None, nothing
18 - Left this section blank

2. The parts of the workshop which best held your interest and attention were:

20 - Study or pictures made possible by opaque projection
12 - Uses of opaque
11 - Interpreting pictures
11 - Pictures for specific purposes
6 - The bulletin board pictures
5 - Scattered one-of-a-kind comments
21 - Left this section blank

3. If there were parts of the workshop which did not hold your interest, what were they?

16 - Diverse comments such as:
Lack of proper lighting to see picture material
The reading by the leader
The great need seems to be to learn how to operate equipment
Description of good and poor colors
Too much reading about theory
How to affix pictures to bulletin boards
Seemed very elementary and not high school level
Nothing new - old stuff
75 - Left this section blank

TABULATION WORKSHOP NO. 3, FIELD TEST NO. 1 (Continued)

4. Because of the workshop on picture materials and opaque projection, I want to find out more about:

16 - Uses and operation of opaque projectors
9 - Exactly where can I locate good sources of pictures?
7 - Reference to particular areas or grade levels
4 - Picture reading and interpretation
4 - Assigning pictures for individual study
4 - Individual comments
3 - Practical uses and actual examples
2 - Depth perception with this aid (3-D effect)
45 - Left this blank

Bureau of Educational Research and Service
The Ohio State University, Columbus, Ohio

Packaged Program Project
RF 1683 - Workshop No. 3

Name________________________________

School______________________________

QUESTIONS REGARDING WORKSHOP NO. 3, FIELD TEST NO. 1
STUDY PICTURES AND OPAQUE PROJECTION

20 Maximum - 10 leaders, 10 assistant leaders, 17 Returns

1. What aspects of the workshop were most interesting to teachers?

    8 Introduction of newer equipment (opaque projector)
    5 Evaluation and methods of picture materials
    1 Discussion groups proved valuable
    3 No Comment

2. Least interesting?

    2 The textbook picture
    2 Methods of display materials
    2 Page by page reading of the Guide by the leader was not interesting
    1 Source of materials
    1 A lengthy discussion of a picture (Wells Fargo)
    9 No Comment

3. What specific comments did teachers make about the workshop?

    5 Indicated they'll make changes in teaching procedures.
    4 Aroused interest in equipment (opaque projector).
    1 Stated that workshop was not on their specific teaching area.
    1 Bulletin boards and attractive coloring materials promoted interest
    1 Suggested additional uses of picture materials.
    5 No comment

4. State specifically any difficulties you met during your workshop. How can we change the program to decrease such difficulties?

    4 Operating equipment created difficulties.
    3 Lack of time for proper rehearsals
    2 Preparation requires too much time.
    1 Workshop was geared to a specific teaching area.
    7 No Comment

QUESTIONS REGARDING WORKSHOP NO. 3, FIELD TEST NO. 1 Continued

5. What changes, if any, would you recommend in the content or procedures of the workshop? Give reasons for your recommendations.

   3 Include more active participation in workshop.
   2 Requires a more exacting explanation of procedures.
   1 Adapt workshop to specific teaching areas.
   1 Include an evaluation sheet immediately following the workshop session
   1 Eliminate discussion groups.
   7 No Comment

6. Would you prefer to have part of the material presented by a recording?
   Yes 2 No 10 A film? Yes 9 No 3 A filmstrip? Yes 6 No 6
   5 left all of No. 6 blank.

7. Were you reasonably satisfied that the content was communicated successfully? Yes 13 No 1 Explain.
   3 left No. 7 blank.

8. What was your personal reaction to your workshop experience?
   3 No comment
   11 Participating in the workshop provided insight into new methods and materials.
   2 Due to poor equipment little of value was gained.
   1 "I enjoyed being an assistant."

Bureau of Educational Research and Service
The Ohio State University, Columbus, Ohio

Packaged Program Project
RF 1683 - Field Test No. 1

Teachers' Evaluation of Workshop No. 4
The Motion Picture

Name of School____

Underline teaching level: Elementary (34), Junior High (14), Senior High (19) undesignated (42)
2 - jr.-sr. high

Rate the following aspects of the Motion Picture Workshop:
111 forms returned to project.

	Low		Medium		High		Omitted	
	No.	%	No.	%	No.	%	No.	%
a. Leader's presentation of topic . .	1	.9	31	28.	65	58.5	11	9.9
b. Discussion of key questions. . . .	8	7	56	55	41	36	3	2
c. Information gained	18	16	78	70	13	11	4	3
d. The film "The Conference".	28	25	49	43	32	28	4	3
e. Discussion of the film	11	10	53	46	46	41	4	3

The revision of this program should put more emphasis on? (Use opposite side if needed)

SEE FOLLOWING PAGE FOR STATEMENT ANSWERS

Less emphasis on?

Can you think of any ways in which the workshop program on motion picture has influenced your thinking or your teaching practices?

Form 4-1

TABULATION AND COMMENT LISTING OF EVALUATION SHEET FOR WORKSHOP No. 4
FIELD TEST NO. 1 (Continued)

111 forms returned

Comments on rating section were:

(North High School) A through E - Presentation was fine but all this is material known to teachers.

(Other Schools)

d. Film was poor - could not hear
Low - sound poor
Low - due to fact I had seen it (the film)

e. Not much time given to it

d & e. Very little value except to show how discussion could arise

The revision of this program should put MORE emphasis on?

19 - Mechanical operation of projector
7 - Film sources
6 - Film faulty - more careful choice of films
6 - Methods of presentation, before and after the film showing
5 - Discussion of key consideration could be explained
5 - Concrete suggestions on evaluation of films
5 - Give broader understanding of the value and multiple uses of the motion picture
5 - Use a film for use with children following it step by step
20 - Scattered individual comments.
47 - Had no suggestions

Less emphasis on?

7 - The film--not a good one in any sense--unrealistic, realism would induce more empathy.
4 - What the leaders feelings are toward topic - leader to do less talking
4 - Nothing was over-done -- OK -- All so informative
3 - This film doesn't show the many ways that the motion picture can be used
5 - Less on a single film
10 - Scattered comments such as: Some individuals reacted to controversy raised in film rather than the learning involved
81 - Left section blank

Ways in which motion picture workshop influenced thinking or teaching practices.

12 - More fully realized the advantages of the motion picture as teaching aid
8 - Open-ended film was new to some - realize its great discussion value
5 - Additional resources for films - inspiration to better prepare for film presentation. Suggested possibility of packaged program to place groups of materials more easily available to teachers.
5 - More previewing - careful selection - group planning helpful
8 - Single scattered comments
74 - Left section blank

Bureau of Educational Research and Service
The Ohio State University, Columbus, Ohio

Packaged Program Project
RF 1683 - Workshop No. 4

Name____

School_______________________________________

QUESTIONS REGARDING WORKSHOP NO. 4 FIELD TEST NO. 1 ,MOTION PICTURE
(For Leader and Assistant Leader)

20 Maximum - 10 Leaders, 10 Assistant Leaders, 18 Replies

1. What aspects of the workshop were most interesting to teachers?

   10 The film was very interesting.
   5 Informative discussions concerning the possibilities of using film.
   2 Discussions of catalogues and source materials provided ideas.
   1 No comment

2. Least interesting?

   10 Discussion and examining the film catalogues and materials.
   1 Lecture!
   7 No comment

3. What specific comments did teachers make about the workshop?

   5 Interesting experience but expressed a desire to learn how to operate equipment.
   5 Some teachers thought the workshop was of no value at all. They couldn't apply it to their use.
   3 The film was of a poor selection.
   1 Provide additional sources of material.
   4 No comment

4. State specifically any difficulties you met during your workshop. How can we change the program to decrease such difficulties?

   2 The films were of poor quality.
   2 Time involved in workshop was too long.
   3 No particularly new material or idea.
   11 No comment

5. What changes, if any would you recommend in the content or procedures of the workshop? Give reasons for your recommendations.

   4 Learning to operate the equipment is essential.
   3 More freedom to the leader to choose the materials to be presented.
   2 Engage the use of more filmstrips.

Form 4-3

QUESTIONS REGARDING WORKSHOP NO. 4, FIELD TEST NO. 1 Continued

5. (Continued)

1 Provide examples of poor as well as good films.
1 There should be more direct participation.
1 The amount of time spent should be shortened.
6 No comment

6. Would you prefer to have part of the material presented by a recording?
Yes__2 No_12 A film? Yes__7 No__5 A filmstrip? Yes__4 No__9
4 left No. 6 blank.

EVALUATION SESSION NO. 4, April 15, 1964 -- Notes by Gibbony

Time Allotment for Workshop --5 leaders used 1 hour 15 min.; 3 used 1 hour or less.

Omissions -- Two indicated that it was hard to get discussion. One leader said that the workshop was scheduled just before Easter and the group felt under pressure; the other, that they just watched the film. One leader cut down time by putting the catalogs out on tables and didn't use the 10 minutes suggested for examination. Another leader agreed with this procedure, saying that her group could get films only from the School Administration Building or the public library. In some cases, the teachers already had a number of film catalogs. One group omitted suggestion that teachers get together as subject matter groups and look over catalog materials;felt that this was better as a follow-up activity. (Dale--might do this by subject areas and grade levels; develop different packages for different groups.)

Innovations & Additions -- One leader invited group to stay for showing of color film "Motivation for Living" (about half the group stayed). Obtained film from Director of Guidance, who had been previewing it. Suggestion that there could be discussion of films previously viewed.

Other Values -- Decided that library should acquire a film catalog file. First experience with open-ended film. Audio-visual director reported greater use of school audio-visual facilities. More teachers were previewing films at his building. One school had started using the Humanities films; giving in-service credit for this--a broadening experience for the faculty. One group had its best discussion regarding what teachers are doing with films in their school. Teachers are interested in what other teachers are doing with films. Industrial Arts teachers had set up a "package deal." (Dale--Can use the workshop as one way of exchanging experiences. The leader could collect this information in advance. More easily done in larger schools.)

Equipment Problems & Comments-- No difficulty in obtaining equipment or in darkening rooms, although one group went to a special room.

Content of Workshop--One group had a good discussion; called on key people to start it. Another had good discussion even before the film showing Most groups divided, as during demonstration. Suggested more "everyday"content in film--too entertaining, too dramatic, almost comical. (Another disagreed with this.) Some felt that situation in the film was too close to home; inhibited discussion. Several agreed. Comment that too much value was put on the film. (Dale suggested that it might be possible to use a shorter example of a discussion film, and add a skill film, information film, etc. Group liked this suggestion.) Several wanted information about the outcome of the case. Dale agreed that he would contact Culbertson and find out. One leader suggested a different film--perhaps a conversation between a student and a counselor, or a teacher and a parent.

EVALUATION NO. 4 (continued) -- Gibbony Notes

Dale inquired whether they would prefer a tape recording at the beginning. They disagreed, saying that a person was more effective than a tape, but suggested an optional recording. One suggested a short film to introduce the workshop. Another, a filmstrip setting down the workshop, frame by frame. It was then suggested that a restatement of objectives was needed at each workshop, that the group had lost momentum. Such a filmstrip might chart the whole series, and then review, or perhaps have a series of review frames. (Dale--The principles are continuous.) Agreement that objectives should be set forth, and then reviewed. Also need a how-to element in the workshop. Let the leader adjust the materials to the group; give as much as you have been, and let the leader adapt it. General--objectives; Specific--material; Open-ended--for the leader. Movies are the most popular medium , therefore there was most interest in this topic. Less interest in programmed instruction, because are unfamiliar with it.

Leader's Guide -- (See also comments under Content.) Discussion of "professional teacher" on page 8 was rather insulting; teachers felt threatened. One leader omitted some of this, especially because of part-time teachers; others went over it lightly. Another reaction to this material was "This again--has been discussed frequently." Got the workshop off to a slow start. Another leader saw it as a challenge, especially to the older teachers. Didn't like the term "procession"; alienated some. You are saying this to the wrong people, to those who are already professional, demonstrated by the fact that they are attending this extra meeting. Would omit the "professional" idea, don't put teachers on the defensive. Illustration of skillful use of what is available might be better at the end of the workshop.

Cafeteria of Materials--this is what teachers do anyway. Packaged program appeal to some, planned unit; could choose among sets or packages of materials. (Dale--there is too much pointless use of films. Professional teachers use them for planned objectives.)

Demonstration session too close to workshop; would have liked more time for advance planning. Several indicated that they would rather have an outline rather than a script. One leader had developed an introduction and wanted to use her own, rather than that in the Guide.

Leader As a Resource Person -- Most interested in information about sources of films; examined film catalogs.

General Comments & Suggestions -- Want more information on equipment operation; groups can't seem to get beyond this point. One teacher was stimulated to use a film, but got a poor student operator and had a negative experience. Wants to know how to operate equipment if anything goes wrong. (An audio-visual coordinator offered an in-service training program to teachers dissatisfied with student operators, but no one showed up.)

EVALUATION NO.4 (continued) -- Gibbony Notes

Different fourth-grade teachers teach differently; they may use the same textbooks, but they use them differently. You could take the creativity out of teaching. (Dale--But you have to get some agreement on purchase.) Liked the idea of a preview file, but some teachers use a/v materials and some do not. Need a good sales job on a/v materials before the whole workshop program.

Film guides--some teachers liked these; are helpful in preview. Would be helpful, but seldom get them from film libraries. Dale suggested that you could write to film publishers and get them.

Mechanics of obtaining and using films are often discouraging. Some are still using them, but many teachers have quit. Film libraries are expensive.

Have the leader select a propitious time for the workshop--we had a poor one. Dale suggested that the final series probably would be integrated into regular teacher's meetings.

Bureau of Educational Research and Service
The Ohio State University Columbus, Ohio

Packaged Program Project
RF 1683 - Field Test No. 1

Teachers' Evaluation of Workshop No. 5
RECORDINGS

97 Forms returned

Name of School________________________________

Underline teaching level: Elementary, Junior High, Senior High, undesignated
1 jr.-sr. high; 1 all three levels

Please rate the following aspects of the Recordings Workshop:

	Low		Medium		High		Omitted	
	No.	%	No.	%	No.	%	No.	%
a. Leader's presentation of topic Demonstration Tape--Section 1. . . .	1	.9	23	24	71	73	2	2
b. Examples of classroom use of tape recordings.	6	4.5	36	38	53	55	2	2
c. Small-group discussion of Demonstration Tape of classroom examples. . .	3	3	49	51	43	44	2	2
d. Making a tape recording of small-group discussion reports	2	2	40	41	50	51	5	5
e. Demonstration Tape--Section 2; examples of disc recordings.	8	8	40	41	39	40	8	8
f. Discussion of Language Laboratory. .	13	13	40	41	26	27	17	17

The revision of this program should put more emphasis on? (Use opposite side if needed.)

SEE FOLLOWING PAGE FOR STATEMENT ANSWERS.

Less emphasis on?

Can you think of any ways in which the workshop program on recordings has influenced your thinking or your teaching practices?

Form 5-4

TABULATION AND COMMENT LISTING OF EVALUATION SHEET FOR WORKSHOP NO. 5
FIELD TEST No. 1 (Continued)
97 forms returned

The revision of this program should put more emphasis on?

20 - Teach the operation of tape recorders
10 - Realistic uses of tape in classroom, elementary or secondary
5 - The materials and sources available for better use of tape recorder
5 - Uses of tape in specific fields other than English
5 - Disc recordings
5 - Sources of recordings
4 - One of a kind comments
43 - No comment

Less emphasis on?

6 - On a few "choice" selections
4 - On recording during the session
4 - Listening to tapes
6 - One of a kind comments
77 - No comment

Can you thing of any ways in which the workshop program on recordings has influenced your thinking or your teaching practices?

14 - Increased my use of tape
10 - Increased my desire to use tape
7 - Am starting use of tape now in (area)
7 - Had most of this in college classes, nothing new
6 - Provided idea for new and better uses to be made of recordings
8 - Learned to use recording as corrective and remedial device
7 - Has made me want tape recorder for classroom use
7 - Renewed "flagging interest" in recordings
6 - Started thinking on ways to use recordings
5 - One-of-a kind comment
20 - No comment

Bureau of Educational Research and Service
The Ohio State University, Columbus, Ohio

Packaged Program Project
RF 1683 - Workshop No. 5

Name__________________________________

School_________________________________

QUESTIONS REGARDING WORKSHOP NO. 5, FIELD TEST NO. 1 ,RECORDINGS
(For Leader and Assistant Leader)

30 Maximum - 10 Leaders, 10 Assistant Leaders, 15 Responses

1. What aspects of the workshop were most interesting to teachers?

5 Discussion group,especially the tape recorder
3 The ease of operating a tape recorder brought responses
2 Time spent on the recording and play-back were valuable
2 Active participation stimulated interest.
1 Various examples of tapes and disc recording available
2 No comment

2. Least interesting?

9 The tapes were too long.
2 Explanation of varied use of recording was of little interest
2 Lack of active participation was evident
1 Reluctance upon the part of the leaders to assume their duties
1 Every part of the workshop was of equal interest

3. What specific comments did teachers make about the workshop?

9 Stimulated a desire to learn more
3 The workshop was a worthwhile experience
3 A desire to learn the operation of equipment

4. State specifically any difficulties you met during your workshop. How can we change the program to decrease such difficulties?

8 Workshop is time consuming
2 Expressed desire to learn the oneration of equipment
1 Recording should be varied to include more "meaningful" activities
1 Additional equipment is necessary
3 No comment

5. What changes, if any, would you recommend in the content or procedures of the workshop? Give reasons for your recommendations.

6 Workshop was too time consuming
4 Demonstration of various uses of tapes would be beneficial

QUESTIONS REGARDING WORKSHOP NO. 5, FIELD TEST NO. 1 Continued

5. (Continued)

3 Include activities that would provide for more participation.
1 List of sources of new materials.
1 Aims of the workshop should be directed toward utilitarian goals.
2 No comment

6. What was your personal reaction to your workshop experience?

12 A very enjoyable experience
2 Essential to learn how to operate the equipment
1 Tapes are lengthy, need to be shortened

Form 5-5

Bureau of Educational Research and Service
The Ohio State University, Columbus, Ohio

Packaged Program Project
RF 1683 - Field Test No. 1

Teachers' Evaluation of Workshop No. 6
FILMSTRIPS AND 2" x 2" SLIDES

Note: This is to be filled out at workshop session.

Rate the following aspects of the Workshop on Filmstrips and Slides:	Low		Medium		High		Omitted	
	No.	%	No.	%	No.	%	No.	%
a. Leader's presentation of topic . .	6	3.5	39	27	89	63	7	3.5
b. Use of filmstrip	8	5	61	43	68	47	4	3
c. Discussion of questions not covered in filmstrip	10	7	78	55	48	34	5	3
d. Use of 2" x 2" slides.	1	.08	87	61	46	32	7	4
e. Discussion of slides	8	5+	79	56	47	33	7	4
f. Information gained	22	15	79	56	36	25	4	2+

The revision of this program should put more emphasis on what? (Use opposite side of page if needed.)
Less emphasis on what? SEE FOLLOWING PAGE

Check any of the following activities which you plan to engage in because you attended this workshop. 141 returns.

24 Try to get your school to set up week-by-week advance scheduling of projectors.
36 Examine the Los Angeles catalog to get suggestions for our school's catalog.
45 Experiment with using filmstrips and slides for individual and small group study.
19 Try out the shadow box idea.
9 Try to arrange with producers for filmstrip preview sessions at the school.
65 Examine producers' catalogs.
9 Request that demonstrations be made at our building to show desk viewers, projectors with long and short focal lenses and lamps of different wattage.
1 Have a meeting with the P.T.A. to give members more information about filmstrips and slides.
82 Examine my own procedures more closely.
71 Make more varied uses of filmstrips and slides.
32 Investigate community resources as sources for pertinent slides.
3 Offer to serve on committee to implement use of our school's filmstrip and 2" x 2" facilities.
13 Purchase a camera to take my own 2" x 2" slides.
15 Work to get a preview and individual viewing center established in our school.

Form 6-5

TABULATION AND COMMENT LISTING OF EVALUATION SHEET FOR WORKSHOP NO. 6 FIELD TEST NO. 1 (Continued)

141 forms returned

The revision of this program should put MORE emphasis on what?

8 - Actual demonstration of learning how to use machine
8 - Where we can obtain films or slides for the subjects taught all levels
7 - How to make slides, filmstrips, shadow boxes? Proper camera use
6 - Practical usage in high school
6 - Demonstration of filmstrip use
5 - Integration with a lesson plan from start to finish
5 - More variety of filmstrips
4 - Individual study with filmstrips
4 - Preview and selection before purchase
10 - Scattered comments include: time for preview; important points; building a filmstrip library; color versus black and white, etc.
75 - No suggestion or revision

The revision of this program should put LESS emphasis on what?

5 Elementary and obvious procedures; material would be informative to students studying to become teachers
5 -Old ideas and theory
5 -Purposes of workshop
5 -Discussion
4 -All of it -- too long
13 -Individual suggestions include: leader presentation, shadow box, slides on ___ level; utilization; individual instruction; repetition; what we know, etc.
105 -No suggestions

Bureau of Educational Research and Service
The Ohio State University, Columbus, Ohio

Packaged Program Project
RF 1683 - Workshop No. 6

Name____________________

School____________________

QUESTIONS REGARDING WORKSHOP NO. 6, FIELD TEST NO. 1
(For Leader and Assistant Leader)
FILMSTRIPS AND 2" x 2" SLIDES

20 MAXIMUM - 10 Leaders, 10 Assistant Leaders, 13 Returns

1. What aspects of the workshop were most interesting to teachers?

SEE NEXT PAGE FOR STATEMENTS ON FIRST 5 ITEMS.

2. Least interesting?

3. What specific comments did teachers make about the workshop?

4. State specifically any difficulties you met during your workshop. How can we change the program to decrease such difficulties?

5. What changes, if any, would you recommend in the content or procedures of the workshop? Give reasons for your recommendations.

6. Would you prefer to have part of the material presented by a recording? Yes 4 No 4 A film? Yes 4 No 4 A filmstrip? Yes 5 No 4
Explain.
5 left No. 6 blank

QUESTIONS REGARDING WORKSHOP NO. 6, FIELD TEST NO. 1 (Continued)

1. What aspects of the workshop were most interesting to teachers?

6 Methods of using slides in the classroom
5 Presentation and various use of filmstrips was enlightening
1 A chance to review new catalogues and sources of filmstrips was gained
1 Not pertinent

2. Least interesting?

4 The explanation of filmstrips was of little value
3 Materials and presentation were not on special teaching area
3 Discussion period on slides of North America were not valuable
1 All of the workshop was uninteresting
1 The teaching methods presented were of little value
1 No comment

3. What specific comments did teachers make about the workshop?

3 No new materials were presented
3 The workshop was too theoretical and not enough practical ideas were presented
2 Stimulated interest by viewing new ideas
2 Workshop was too time consuming
2 No equipment was available for leader
1 Producing slides is too expensive

4. State specifically any difficulties you met during your workshop. How can we change the program to decrease such difficulties?

4 Discussion sessions were of little interest
4 The program was too long
1 Narration of the filmstrip was difficult to understand(repetitious)
1 More time should be provided to allow the leader to become familiar with materials
3 No comment

5. What changes, if any, would you recommend in the content or procedures of the workshop? Give reasons for your recommendations.

4 Learning to operate the equipment is essential
3 Practical instruction should be included more freely
2 The filmstrips are too long.
1 Preferences for film over filmstrip is indicated.
1 Eliminate discussion groups and insert more stimulating questions for the group to solve
1 Active group participation is essential
1 No comment

Form 6-4

Bureau of Educational Research and Service
The Ohio State University, Columbus, Ohio

Packaged Program Project
RF 1683 - Field Test No. 1

Teachers' Evaluation of Workshop No. 7
TELEVISION AND RADIO

Name of School______________________________ Date__________________

13 10 13 18
Your teaching level (circle): Primary, Intermediate, Junior High, Senior High
2 primary-inter.
7 38 undesignated

94 forms returned

Directions: Refresh your memory on the workshop by examining the brief outline below, then reply as indicated, using back of sheet for more detailed statements.

Rate the value to you of the following activities by checking in appropriate column:

	Low		Medium		High		Omitted	
	No.	%	No.	%	No.	%	No.	%
a. Introductory definition of instructional television.	3	3	40	43	51	54	--	--
b. Viewing of film, "The Second Classroom".	18	18	48	51	27	29	1	1
c. Contributions by faculty members of:								
Advantages of ITV	4	4	50	53	40	43	--	--
Limitations and problems of ITV .	3	3	43	45	43	45	5	5
Issues involved in ITV.	7	7	53	56	28	29	6	6
Practical justifications of ITV .	8	8	47	51	34	35	5	5
d. Presentation of "enrichment vs. basic presentation"	2 2	2	53	56	31	32	8	8
e. The discussion of utilization of ITV	3	3	56	58	30	33	5	5

The revision of this workshop should put less emphasis on:

The revision of this workshop should put more emphasis on:

List any ways in which your ideas, insights, or teaching practices have been, or are likely to be, influenced by this workshop.

SEE FOLLOWING PAGE FOR STATEMENTS

TABULATION AND COMMENT LISTING OF TEACHER EVALUATION OF WORKSHOP NO. 7 FIELD TEST NO. 1 (Continued)

94 forms returned

The revision of this workshop should put less emphasis on:

11 - Film too long
8 - Trying to define difference between ETV and ITV
5 - Showing examples of obvious advantages of TV - elementary
19 - Scattered comments
51 - Left this section blank

The revision of this workshop should put more emphasis on:

12 - Practical use - scheduling, etc.
7 - Use of TV in classroom
4 - Available material
3 - Professional findings of advantages and disadvantages
3 - High school uses and how to work TV - secondary common fields
18 - Scattered suggestions
47 - Left this section blank

List any ways in which your ideas, insights, or teaching practices have been, or are likely to be, influenced by this workshop.

20 - Have been influenced to use TV when appropriate and set is available
7 - Will study manual more
5 - Realization of what television can contribute
5 - Better understanding of what is expected of the teacher
5 - Make more and better use of ITV
4- See greater need for ITV
- Scattered comments fall into two categories: Those indicating movement toward change
  - I am interested enough in the idea to obtain more information
  - I will push for more use of ITV by the faculty
  - I would like to try teaching with TV
  - Intend to learn to "know" the TV set - how to adjust it after many have handled it

Those comments indicating no growth
  - Probably the least influencing of all the visual aids so far
  - TV has use in grade school but not much in high school
  - All programs that I have seen in my subject area have been much too simplified. I'd prefer to use films rather than bother with TV.
  - Disadvantages far outweigh advantages
  - We might as well let the government control everything as let a group of people presenting TV teaching feel that they and they alone can control the teaching.
  - I do not believe in ITV

Bureau of Educational Research and Service
The Ohio State University, Columbus, Ohio

Packaged Program Project
RF 1683 - Workshop No. 7

Name______________________________________

School_____________________________________

QUESTIONS REGARDING WORKSHOP NO. 7, FIELD TEST NO. 1
(Instructional Television)
For Leaders and Assistant Leaders

11 Returns

1. What aspects of the workshop were most interesting to teachers?

- FOR STATEMENT ANSWERS SEE FOLLOWING PAGE(S) -

2. Least interesting?

3. What specific comments did teachers make about the workshop?

4. State specifically any difficulties you met during your workshop. How can we change the program to decrease such difficulties?

5. What changes, if any, would you recommend in the content or procedures of the workshop? Give reasons for your recommendations.

6. Would you have preferred a recording by an "authority" presenting the material on enrichment versus basic presentation? Yes 2 No 7 . Would you have preferred to use a filmstrip illustrating placement of set, room conditions, set tuning? Yes 1 No 8 Would you have preferred also, a filmstrip illustrating a variety of individual and group learning activities growing out of a television presentation? Yes 3 No 6 . 2 left blank.

7. Were you reasonably satisfied that the content was communicated successfully? Yes 11 No 0 Explain. ---

8. What was your personal reaction to your workshop experience?

EVALUATION OF WORKSHOP NO. 7 Continued

1. What aspects of the workshop were most interesting to teachers?

8 Discussions and viewing the film were of the most value
1 That which specifically applied to uses in their particular teaching area
2 No comment

2. Least interesting?

1 Difficulty encountered with the film
1 Felt that the film was below the intellectual level of the group
1 Lecture was the least interesting
1 Materials were of no practical value
3 Film was too long
4 No comment

3. What specific comments did teachers make about the workshop?

5 Discussion periods were very good.
4 Program of no practical value (poor material).
1 Enjoyed the shortness of the workshop.
1 No practical value gained from workshop.

4. State specifically any difficulties you met during your workshop. How can we change the program to decrease such difficulties?

3 The materials provided were not on adult intellectual level
2 Some difficulties with the motion picture projector
1 Difficulty in obtaining evaluation sheets from the teachers
1 Too short a time allotted
1 Not pertinent
1 None
2 No comment

5. What changes, if any, would you recommend in the content of procedures of the workshop? Give reasons for your recommendations.

5 Recommends that the workshop be made more intellectually stimulating
2 Condense the material (all)
1 The evaluation period should follow the workshop immediately
3 No comment

6. What was your personal reaction to your workshop experience?

7 A very enjoyable and interesting experience.
2 Too much time was involved.
1 The workshop was a repetition of college methods courses.
1 More practical ideas should be included and eliminate some of the theory.

Bureau of Educational Research and Service
The Ohio State University, Columbus, Ohio

Packaged Program Project
RF 1683 - Field Test No. 1

Teachers! Evaluation of Workshop No. 8
OVERHEAD PROJECTION

Name of School______________________________

94 forms returned

19 7 22 45
Underline teaching level: Elementary, Junior High, Senior High undesignated
1 jr.-sr. high

Rate the following aspects of the Overhead Projection Workshop:

	Low		Medium		High		Omitted	
	No.	%	No.	%	No.	%	No.	%
a. Leader's presentation of topic . . .	1	1	17	17	75	79	1	1
b. Demonstration of Overhead Projector.	0		17	17	73	76	4	4
c. Information gained	2	2	33	35	56	59	3	3
d. Overhead slides shown by Leader. . .	8	8	37	38	46	50	3	3
e. Group production of overhead slides.	12	12.6	34	36	13	12.6	35	37

The revision of this program should put MORE emphasis on?

21 - Found it very enlightening and well done
9 - Have materials available and produce slides or transparencies
5 - Operation of overhead for all grades
4 - Use of the machine in various teaching areas - reading, etc.
4 - Operation of equipment
35 - Made no comment

Less emphasis on?

9 - Felt it was adequate as presented
1 - Cut down on talk and time
1 - Generalities
1 - Sessions
1 - Typewritten material small, didn't show well
81 - Made no comment

Can you think of any ways in which the workshop program on overhead projection has influenced your thinking or your teaching practices?

27 - Overhead can be a valuable classroom aid
13 - Opened a new area of teaching aids
14 - Intend to try it (description supplied)
11 - Excellent for demonstration purposes
6 - Reusable materials saves teacher time
5 - Most practical of new teaching aids
18 - Additional scattered comments i.e. a way to save writing on the chalkboard; would like to have one for my classroom; don't have to darken room so I can use it.

Bureau of Educational Research and Service
The Ohio State University, Columbus, Ohio

Packaged Program Project
RF 1683 - Workshop No. 8

Name___________________________________
School__________________________________

QUESTIONS REGARDING WORKSHOP NO. 8, FIELD TEST NO. 1
(For Leader and Assistant Leader)

OVERHEAD PROJECTION

7 Returns

1. What aspects of the workshop were most interesting to teachers?

4 Various uses of overhead projector.
2 The interesting method of slide production.
1 Writing on acetate proved of value.

2. Least interesting?

2 The production of slides
2 Commercially prepared materials
1 The cost seemed expensive
2 No Comment

3. What specific comments did teachers make about the workshop?

3 In general, the workshop was valuable
3 Gained a working knowledge of how to operate equipment
1 No Comment

4. State specifically any difficulties you met during your workshop. How can we change the program to decrease such difficulties?

2 Some difficulty operating projectors
2 There is a need for better method of presenting slide production
1 The session at O.S.U. was not helpful
2 No Comment

5. What changes, if any, would you recommend in the content or procedures of the workshop? Give reasons for your recommendations.

3 Additional material is needed to prepare slides. (cost lists and sources)
1 Material in kit should be marked more carefully
1 No change at all. It was very interesting.
2 (Comments not pertinent)

6. What was your personal reaction to your workshop experience?

5 A very beneficial experience.
1 With a shorter workshop more time is available to examine the materials.
1 Place more emphasis upon preparation of slides during the actual workshop.

Form 8-3

Bureau of Educational Research and Service
The Ohio State University, Columbus, Ohio

Packaged Program Project
RF 1683 May 25, 1964

FINAL EVALUATION OF THE PACKAGED PROGRAM PROJECT
Field Test No. 1
(Form for Teacher Use)

153 forms returned - 149 completed - 9 quite incomplete

Number of teachers at each level: Elementary 61 Junior High 49 Senior High 44 Omitted 3

1. Check those experiences which had contributed to your audio-visual background prior to participation in Field Test No. 1.
   - 41 had a college credit audio-visual course
   - 29 had participated in one or more audio-visual workshops
   - 19 had read audio-visual textbooks and other literature
   - 54 had used audio-visual aids extensively
   - 9 indicated that they used materials ocasionally
   - 3 indicated that they serve as AV coordinators

   Additional comments (11 in number) indicated that the writer felt that his use of materials in teaching made up for any lack of more formal training

2. What are the major difficulties which you face in using audio-visual materials in your school?
   Total number of reactions: 136

   Major difficulties reported indicated that many experienced multiple problems:
   - 36 lack of equipment (no overhead projector, no opaque projector, etc.)
   - 34 lack of enough equipment to serve faculty adequately
   - 32 lack of ability to operate equipment
   - 28 problems of room darkening
   - 26 difficulty in securing materials
   - 24 lack of time
   - 11 problems of scheduling within building
   - 8 transporting heavy equipment
   - 44 reported no major difficulties

3. Your personal reaction to participation in Field Test No. 1:
   Total number of reactions: 144

   29 very valuable 109 somewhat valuable 12 of little or no value

FINAL EVALUATION FORM FOR TEACHER USE -- Page 2

Comments are grouped under two headings: favorable and unfavorable.

Favorable Comments:
24 became aware of wide range of AV materials and how they can contribute to teaching
18 a good, well organized refresher course
9 broadened outlook of staff
14 additional one-of-a-kind comment, centered around new ideas gained and desire to try them out

Unfavorable Comments:
14 workshops were too long
12 workshops won't be too helpful until they include instruction in operation of equipment
7 programs contained too much theory
3 leaders did well with uninteresting programs provided
8 additional one-of-a-kind comment which showed no pattern
90 made no comment

4. Your judgment of the value of participation in Field Test No. 1 as a whole:
Total number of reactions: 149

29 very valuable
107 somewhat valuable
10 of little or no value
3 omitted

Comments:

Favorable Comments:
19 reinforced previous learning; a good refresher course
16 stimulated variety of uses
1 helped teachers to realize that AV teaching methods can be highly effective
3 I don't feel that I can use everything all at once but over a period of time the program will be very helpful
2 It is my observation that many teachers are now using various audio-visual equipment which had been available in the school all year and also that the new equipment is being well used
2 I believe the value in these workshops hasn't been in learning anything new but in directing attention again to how valuable these materials are in teaching

Unfavorable Comments:
5 got very few new ideas; had had most of this before
5 programs can't help teachers unless they're taught how to use equipment
6 materials used weren't related to "my" teaching area; to "my" grade level
4 required too much time
2 what was said at the majority of meetings could have been said in fifteen minutes

98 added no comment

Suggestions included:

14 Somehow you must work in emphasis on operation of equipment
6 Provide more inspiring material for certain workshops
5 Prepare different programs for different grade levels and subject areas
5 Include more active teacher participation
4 Condense material; omit discussions
2 Revise questionnaire for evaluation

5. If participation in this project influenced you to engage in any of the following activities, check them.

5 (3.6%) to enroll in an audio-visual course
4 (3.0%) to sign up for an audio-visual workshop other than this one
24 (17.6%) to get together with a group of fellow teachers to develop specific audio-visual materials
26 (15.0%) to work to get our school to take definite steps to improve the cataloging of materials, the scheduling of equipment and so forth
32 (27.0%) to read audio-visual textbooks and related literature for self-education
106 (72.0%) to improve my teaching by more carefully evaluating my use of audio-visual materials
87 (64.0%) to experiment with fresh new ways to use audio-visual materials
99 (70.0%) to use audio-visual materials more frequently

6. In what specific ways, if any, did participation in the project influence your teaching?
Total number of reactions: 136

Comments are arranged in descending order of frequency. Some individuals made more than one comment. A comment made less than five times is not listed.

64 increased use of materials
44 making new and better use of materials
43 evaluate materials more critically
29 acquainted with new equipment
17 awareness of vast amount of material available
16 use of tape recorder
14 realized value and ease of equipment operation
14 improved classroom displays
13 use of overhead projection
12 helped me improve my teaching
11 value of preview
5 conscious of need for AV materials in teaching

FINAL EVALUATION FORM FOR TEACHER USE -- Page 4

7. What aspects of the entire program did you find

(a) most helpful?

18 overhead
18 uses of materials (variety of uses)
15 opaque projector
14 displays
20 new ideas
7 demonstrations of equipment
7 variety of media
6 sources of materials
10 integration of materials in curriculum
4 liked all
4 T.V.
4 programmed instruction
12 variously distributed comments one-or-two-of-a-kind, i.e., made my classes more interesting
23 made no response

(b) least helpful?

14 programmed instruction
14 instructional television
11 2" x 2" slides
19 no time on operation of equipment
7 motion picture
6 filmstrip
5 no choice of workshops offered, i.e., displays or chalkboard; remain away from session on media well understood
5 working in small groups
5 time spent on sources and catalogs
5 discussions
14 variously distributed one-or-two-of-a-kind, i.e., need more illustrations of good practice; need more pertaining to designated area or level
50 made no response

8. Considering the time necessary to do an effective professional job, check the length of time which you think desirable to devote to an after-school workshop.

3/4 hour 7   1 hour 121   1-1/4 hours 2   1-1/2 hours 19
1-3/4 hours 0

9. The Packaged Programs now include the following:

Educational Displays
Programmed Instruction
Pictorial Materials and Opaque Projection
Motion Pictures
Recordings -- Disc and Tape
Filmstrips and 2" x 2" Slides
Instructional Television
Overhead Projection

(a) What other areas of audio-visual media or materials, if any, would you like to see added to those included in Field Test No. 1?

Two additions were suggested with frequency enough to warrant consideration. The areas mentioned were The Chalkboard and Community Resources.

(b) Which areas, if any, would you omit from those included in Field Test No. 1?

None was mentioned with sufficient frequency to warrant consideration of dropping it.

Bureau of Educational Research and Service
The Ohio State University, Columbus, Ohio

Packaged Program Project
RF 1683 May 25, 1964

FINAL EVALUATION OF THE PACKAGED PROGRAM PROJECT
Field Test No. 1
(Form for Use by Principals)

RECORDED RESPONSES ARE THOSE OF THE 10 PRINCIPALS OF SCHOOLS WHICH COMPLETED FIELD TEST NO. 1.

1. Recognizing the need for adequate time to do an effective job, what do you think is the most desirable length of time for after-school professional workshops? (Check) 3/4 hour 2 1 hour 6 1-1/4 hours 0
1-1/2 hours 2 1-3/4 hours 0

2. Check the extent to which participation in the program was of benefit to your school faculty. Great benefit 3 Some benefit 7 Neutral___
Some harm___ Engendered hostility___

3. What advantages, and disadvantages, grew out of the fact that members of the teaching staff conducted the workshop?
   (a) The advantages:

   - 10 The leadership group definitely up-graded their use of materials and methods
   - 9 Opportunities for teachers to experience leadership and cooperative endeavors
   - 8 Excellent education for leaders, especially their work in evaluation of workshops and guides
   - 7 A good experience for both leaders and participants; excellent cooperative experience
   - 6 Multiple leadership dictated concentrated effort
   - 5 More interest because of participation
   - 4 Improved attitudes, rapport and respect among staff
   - 2 Use of talent in local situation added to both respect and self-respect
   - 1 The sharing of responsibilities and working together was as beneficial as were the audio-visual experiences

   (b) The disadvantages:

   - 2 Teachers were not as well informed as specialists would have been
   - 2 Variations in the ability and enthusiasm of the leader from workshop to workshop

4. Indicate the ways in which staff participation in the program proved to be
   (a) Most worthwhile to your staff:

   - 5 Improved group dynamics and respect for the ideas and abilities of fellow teachers
   - 3 Improved knowledge and use of materials and equipment

FINAL EVALUATION FORM FOR USE BY PRINCIPALS -- Page 2

3 Improved planning and preparation of materials
3 Development of leadership qualities
2 Interest in self-improvement, both personally and as a staff
1 Displays have been decidedly improved; better preparation for use of materials, especially television programs; improved group dynamics

(b) Least worthwhile:

1 commented "Leaders did very well with the uninteresting materials provided."

5. Check the extent to which participation in the Packaged Program influenced attitudes of the majority of the teachers in your workshop toward audio-visual materials of instruction.

4 distinctly more favorable
6 somewhat more favorable
___ no effect

6. To what extent did participation in the Packaged Program make any perceptible difference in the extent to which audio-visual materials were used? (Check)

___ much greater use
9 somewhat greater use
1 no difference in use

7. To what extent did participation in the Packaged Program make any perceptible difference in the effectiveness with which materials were used? (Check)

2 used much more effectively
6 used somewhat more effectively
1 no difference in effectiveness
1 not sufficient interval to evaluate

8. As an outgrowth of participation in the Packaged Program, was there a noticeable increase in requests for:

3 additional items of audio-visual equipment
9 additional audio-visual materials
0 books and booklets about audio-visual topics
2 catalogs
0 audio-visual magazines
1 no increase
1 greater discussion and interest

9. Did teachers ask for:

8 instruction in operation of equipment
4 help in developing a system for scheduling use of equipment
0 information about accredited audio-visual courses
0 information regarding additional workshops in the audio-visual field
5 help in developing a catalog of the filmstrips and other materials available for teacher use
2 requests for new films and new equipment

FINAL EVALUATION FORM FOR USE BY PRINCIPALS -- Page 3

10. Many teachers say that they are handicapped in the use of audio-visual materials because they do not know how to operate equipment.

a. Does your school offer enough projectionist service and operators so that teachers can easily schedule the use of audio-visual equipment?

Yes 6 No 4

b. If your school does not offer projectionist service and operators, does it offer teachers full training in the operation of audio-visual equipment?

Yes 3 No 1

c. How do you suggest that the average school make sure that all teachers can operate the audio-visual equipment owned by the school?

3 Conduct equipment operations workshops prior to Packaged Program
2 Have teachers teach each other, i.e., buddy system
Devote a few staff meetings to equipment operation
Have supervision of use of equipment
Have periodic check off reviews
Depend upon teachers to request instruction
Annually provide full instruction for new staff members

11. The Packaged Programs now include the following:

Educational Displays
Programmed Instruction
Pictorial Materials and Opaque Projection
Motion Pictures
Recordings -- Disc and Tape
Filmstrips and 2" x 2" Slides
Instructional Television
Overhead Projection

a. In you estimation, what other areas of audio-visual media or materials, if any, should be added to the Packaged Program?

5 no suggestions; leave as is
Improve the ones now available
Put less emphasis on philosophy; provide many examples-leaders need examples
Put more emphasis on Programmed Instruction.
Revise 2" x 2" Slides
T.V. should include results from research
Put more emphasis on laboratory experiences for participants

b. Which areas, if any, should be dropped from the Program?

Motion Picture (1)
2" x 2" Slides (1)
Filmstrips (1)
Consider a version of the whole program for student teachers; we have to give instruction to practically all of our student teachers. (1)

Bureau of Educational Research and Service
The Ohio State University, Columbus, Ohio

Packaged Program Project
RF 1683-Field Test No. 2

# TEACHER'S EVALUATION SHEET
for
WORKSHOP NO. 1 FIELD TEST NO. 2
OVERHEAD PROJECTION

Name of School____

Underline teaching level: Elementary, Junior High, Senior High

Rate the following aspects of the Overhead Projection Workshop:

189 Responses

	Low		Medium		High	
	No.	%	No.	%	No.	%
a. Leader's use of overhead projector. .	2	1	40	21	146	77
b. Leader's verbal presentation.	4	2	38	20	147	77
c. Information gained.	15	8	71	38	103	54
d. Examples of locally produced overhead slides.	9	5	79	42+	101	53
e. Examples of commercially produced overhead slides.	7	4+	54	30+	120	64+

The revision of this program should put more emphasis on? (Use opposite side if needed)

- FOR STATEMENT ANSWERS SEE FOLLOWING PAGES -

Less emphasis on?

Can you think of any ways in which the workshop program on overhead projection has influenced your thinking or your teaching practices?

TEACHER'S EVALUATION SHEET FOR WORKSHOP NO. 1, FIELD TEST NO. 2 (Continued)

189 Responses

What revision of this program should put more emphasis on?

22	Making your own
16	Specific subject areas, i.e. art, music, home economics, etc.
15	Variety in transparency presentations
10	Actual experience in slide making
6	Unique uses of machine
6	Presentation of complete lesson plan in a particular subject area
5	Materials available
5	Specific classroom use, especially compared with the chalkboard
5	Cost of machine; cost of slides
5	Storing of slides
4	Sources of materials
4	Focusing projector
4	Finding less expensive materials
3	How this helps pupils learn
3	Preparation of permanent slides
3	Commercially produced slides for elementary level
3	Bridge between telling and doing
3	Amount of time involved in making transparencies
3	Use of large type instead of small type
2	Different ways to use projector
2	Leader's verbal presentation
2	Smaller groups, recommend that participation be divided into novice - expert groups
62	No comment

Less emphasis?

21	Use in _________ area
12	Commercially made slides
5	Mechanical side of the projector
3	General use rather than specific use
3	Verbal instructions
2	Individual slides
2	Materials used in making the slides
9	One-of-a-kind comment
152	No comment

Can you think of any ways in which the workshop program on overhead projection has influenced your thinking or your teaching practices?

17	Use in areas of instruction
10	Reinforced my thinking of the appeal of A-V material
9	Practical use of supplementary material
9	Helped me to become more broad minded about use of other media
8	Can make teaching more interesting
8	Increased estimation of this media
8	The simplicity of its use
7	Should be one in each room
7	Overhead projection use as against blackboard use

WORKSHOP NO. 1, FIELD TEST NO. 2 (Continued)

6	Encouraged me to try it
6	Should increase my allotted time of visual education
6	Filling in the gap between chalkboard use
6	Practical use of media
5	The versatility of the projector for guidance use
4	Excellent motivational device
3	Too much preparation for limited use
2	Before this meeting I had a negative feeling toward the machine. Now I have a positive feeling and would like to use one.
7	One-of-a-kind comments
51	No comment

Bureau of Educational Research and Service
The Ohio State University, Columbus, Ohio

Packaged Program Project
RF 1683 - Workshop No. 1

QUESTIONS REGARDING WORKSHOP NO. 1, FIELD TEST NO. 2
OVERHEAD PROJECTION
(For Leader and Assistant Leader)

14 Responses

1. What aspects of the workshop were most interesting to teachers?

5 Demonstrations of overlays and projectors
2 Ease and simplicity of equipment operation
2 Various materials available to make transparencies
1 How to obtain commercially prepared slides
1 Participation and question sessions during workshop
1 Information on projector operations
1 The colored slides were interesting
1 Transparencies for specific classroom use

2. Least interesting?

1 The presentations were too long
1 The price of the projector was of no interest
1 Scientific materials were of no value
1 The fact that there is not more commercial materials for elementary use
1 Involves too much skill in preparing own materials
9 No comment

3. What specific comments did teachers make about the workshop?

4 Interesting and very informative workshop
2 Very useful information
1 School has one overhead and is not used very much
1 Too expensive to make overlays
1 Chalkboard is more effective than overhead
1 Interest aroused but no machine is available
1 Could not take the time to use overhead and transparencies
1 Did not realize possibilities of making slide films before this workshop
2 No comment

4. State specifically any difficulties you met during your workshop. How can we change the program to decrease such difficulties?

2 Difficulty with equipment operation
2 Insufficient time to do good work
1 Should number each slide to correspond with the guide
1 Include a cost chart for all materials
1 Directions were difficult to follow
4 None
3 No comments

QUESTIONS REGARDING WORKSHOP NO. 1 FIELD TEST NO. 2 (Continued)

5. What changes, if any, would you recommand in the content or procedures of the workshop? Give reasons for your recommendations.

3 None
3 Allow teachers to make more slides
1 Workshop is adequate as it is now
1 More specific plans would make for a more interesting presentation
1 Include more transparencies in kit
1 Not pertinent
1 Prefer trained personnel instead of teachers to present program to schools
3 No comment

6. What was your personal reaction to your workshop experience?

4 Profited from a favorable experience
3 Pleasant experience gained from workshop
2 Ease of procedures reduced worry for leader
2 Program provided enrichment
2 I enjoyed it
1 Looking forward to future workshops

Bureau of Educational Research and Service
The Ohio State University, Columbus, Ohio

Packaged Program Project
RF 1683 - Workshop No. 2.

TEACHERS' EVALUATION OF WORKSHOP NO. 2. FIELD TEST NO. 2
STUDY PICTURES AND OPAQUE PROJECTION

198 Responses   Teacher ____________   School ________________

1. In the space below, check your reactions to various parts of the Workshop Program.

Parts of the Workshop Program	Helpful		Could be Omitted		Most Interesting		Least Interesting		Omitted	
	No.	%	No.	%	No.	%	No.	%	No.	%
Power of Pictures	108	54	5	2.5	50	25	2	.5	38	18.5
Types of Pictures	91	47	7	3	59	29	10	5	31	15
Steps in Using Pictures	96	49	13	6	35	18	14	7	40	19
Selecting and Displaying Pictures	100	50	5	2.5	52	32	10	5	21	10
Teaching Picture Interpretation	81	4.9	12	6	63	32	5	2	40	19
Using the Opaque Projector	98	49	5	2	51	31	12	6	22	11

2. Did this session furnish suggestions which you can use? Yes 178 No 15 Omitted 5

3. Did this session make you want to experiment further with using pictures for improving learning in your classroom? Yes 162 No 25 Omitted 11

4. Did you already know most of the information covered in this session? Yes 90 No 98 Omitted 10

5. Did the leader seem well prepared? Yes 190 No 5 Omitted 3

6. Because our guidance must help leaders, record any ways in which the leader might have made this a better session. ____________________

7. Kindly add any comment, criticism or suggestion you may have. ____________

-----SEE FOLLOWING PAGE FOR STATEMENT ANSWERS-----

Form 2-1-ii

TEACHERS' EVALUATION OF WORKSHOP NO. 2, FIELD TEST NO. 2 Continued

6. Because our guidance must help leaders, record any ways in which the leader might have made this a better session.
134 responses.

78	Leader did exceptionally well. No suggestions.
11	Leader handled motivation and discussion well.
10	Did not use the materials although it had been received.
7	Select a room which can be darkened for opaque projection.
5	Very interestingly presented -- not tiring, not boring -- quite creative
5	Develop skill in use of equipment.
4	Might have drawn people into discussion better.
4	Familiarized himself with vocabulary, many words mispronounced.
3	Failed to allot his time properly.
3	Explain better why strip film was used instead of actual pictures.
3	Too slow getting under way.
1	Should have known material -- read it.

7. Kindly add any comment, criticism or suggestion you may have.
138 responses.

21	Should provide introduction in use of opaque projector
18	Demonstration of opaque projector was new and opens up interesting uses
17	Demonstration (filmstrip) of uses of pictures was well-planned
14	Assigning and reading pictures was of most use
11	Instruction in the use of pictures already know, give us instruction in use of the opaque projector
8	Workshop was stimulating and guite helpful
7	Literature distributed was very helpful
5	Why not involve teachers in selecting material
4	Why not use opaque projector instead of filmstrip
4	Too many pictures were presented on filmstrip
4	Study prints in kit could have covered more areas.
4	Workshop was adequate
4	Why not use pictures from local school for opaque projection.
4	Use more pictures in filmstrip
4	Show poor pictures as well as good ones
9	One-of-a-kind comment ,i.e. ,an evaluation study of teacher time spent in hunting pictures in relation to learning involved should be made; the opaque projector seems old fashioned after seeing the overhead; opaque seems awkward but I wish I had one.

Form 2-1-ii

Bureau of Educational Research and Service
The Ohio State University, Columbus, Ohio

Packaged Program Project
RF 1683 - Workshop No. 2

Name________________________________

School______________________________

(NOTE: Continue comment on other side of sheet, if necessary.)

QUESTIONS REGARDING WORKSHOP NO. 2 FIELD TEST NO. 2
STUDY PICTURES AND OPAQUE PROJECTION
(For the Leader and the Assistant Leader)

16 Responses

1. In the space before each aspect of the workshop, place an A if teachers showed great interest, a B if they showed interest and an X if they showed little or no interest.

		A	B	Blank
_____	Selection and display of pictures	4	11	1
_____	Teaching picture reading	7	7	2
_____	Assigning and testing picture reading	2	12	2
_____	Using the opaque projector	10	6	0

2. What specific comments did teachers make about the workshop?

SEE FOLLOWING PAGES FOR WRITTEN COMMENTS TO QUESTIONS

3. State specifically any difficulties you met during your workshop. How could the program be changed to decrease such difficulties?

4. What changes, if any, would you recommend in the content or procedures of the workshop? Give reasons for your recommendations.

5. Would you prefer to have part of the material presented by a recording?
Yes 8 No 8 Explain.

6. Were you reasonably satisfied that the content was communicated successfully? Yes 16 No 0 Explain.

7. What was your personal reaction to your workshop experience?

QUESTIONS REGARDING WORKSHOP NO. 2 FIELD TEST NO. 2 (Continued)

2. What specific comments did teachers make about the workshop?

5 Interesting, informative and enjoyed the program
2 Helpful in learning many ways in which to use materials and to motivate children's learning
2 No comments
1 Felt opaque projector is not worthwhile
1 Disliked the filmstrip
1 Inquiry to operations of equipment
1 Include more uses of the opaque projector
1 "It's good to be challenged like this once in a while!"
1 Machine too large-but would be nice to have one in each classroom
1 Familiar with equipment already

3. State specifically any difficulties?

1 Recommend tape recording to explain the uncaptioned filmstrip
4 None
4 Opaque projector was not effective enough due to difficulty with the blinds and sunlight
1 Accordi n section of pictures too bulky- Suggest that each picture be separate with a hard backing
1 Better pictures for the opaque projector and good idea pictures for copy work
1 Did not receive all of the necessary materials
5 No Comment

4. What changes, if any, would you recommend in the content or procedures of the workshop? Give reasons for your recommendations.

1 Include more demonstrations with the opaque projector
2 Supplement filmstrip with more concrete examples (shorten filmstrip)
1 Give out a summary of workshop at the beginning of presentation for better understanding of the program
1 Teachers are capable of picking out from the content without being told specific things
1 Send examples of copy work
1 Devise two filmstrips (junior high and senior high)
1 Need more content for word study, English, etc.
1 Recommends that shorter time period be spend upon flat pictures
8 No Comment

7. What was your personal reaction to your workshop experience?

3 Learned of new ideas for opaque projector as well as for other classes
3 Enjoyed it and feel time was well spent
2 Increased desire to use these particular aids
2 Not nearly as interesting as newer types of materials would have been
2 Working and setting up equipment was a learning experience
1 No comment
1 Eliminate filmstrip on selection of picture
1 Rehearsal on all points is necessary

Bureau of Educational Research and Service
The Ohio State University, Columbus, Ohio
43210

Packaged Program Project
RF 1683 - Workshop No. 3

TEACHERS' EVALUATION SHEET FOR WORKSHOP NO. 3, FIELD TEST NO. 2
BULLETIN BOARDS AND OTHER DISPLAYS

Name of School ______________________

Underline teaching level: Elementary, Junior High, Senior High

176 Responses

1. Rate the following aspects of Workshop No. 3, Bulletin Boards and Other Displays

	Low		Medium		High		Omitted	
	No.	%	No.	%	No.	%	No.	%
a. Leaders' presentation of topic .	0		36	22	136	76	4	2
b. Tape-recorded discussion	2	1	40	22	118	67	16	9
c. Evaluation session	10	6	60	34	90	51	16	9

2. Rate the following aspects of the recorded discussion:

	Low		Medium		High		Omitted	
	No.	%	No.	%	No.	%	No.	%
a. Color.	3	2	60	34	98	56	15	8+
b. Principles and tools of design .	4	2	35	20	110	62	27	15
c. Evaluation of a display.	6	3	55	31	103	60	11	6

3. I wish this program had placed more emphasis on ______________________

4. Less emphasis ______________________

5. The phases of display I would like to find out more about are: __________

6. Did this session furnish suggestions and ideas which you can use? Yes 171 No 5

7. Did you already know most of the ideas presented? Yes 75 No 93

8. Did the session make you want to experiment with new and/or improved uses of display? Yes 155 No 12

9. Kindly add any comment or suggestions which you may have for improving the session.

Form 3-3-11

TEACHER'S EVALUATION SHEET FOR WORKSHOP NO. 3, FIELD TEST NO. 2 (Continued)

176 Responses

3. I wish this program had placed more emphasis on:

10	Planning a display (steps)
9	Uses of the bulletin boards in special teaching areas
8	Relations of color and balance to a display
8	Sources of picture material
5	The technique of lettering
4	Tools necessary for bulletin board displays
4	Purposes of the bulletin board
3	Possibilities of achieving 3-D displays
3	Special days and special subjects (seasonal bulletin boards)
3	Shorten time
2	Values of using pegboard
2	Bulletin boards that were actually constructed by younger children
2	Evaluation procedures of bulletin boards
2	Using mobile materials
2	Displaying pupils' work
2	Add more variety to display
2	Utilizing existing facilities rather than those unavailable because of expense
1	Use of the tack board
1	Slides which could be understood from more than 5 feet
1	Enriching instruction, motivation and pupils' interest
1	Newer displays other than bulletin boards
1	Less emphasis upon art
1	How to handle awkward materials (newspapers)
85	No comment

4. Less emphasis:

3	On design (review of college work)
3	Repetition of that which is obvious
2	Negative ideas such as crowding, repetition of materials, lack of balance, line, etc.
2	Less on colors
2	Teacher making all of items or pictures from magazines
1	On balance and layouts
1	On movies
1	Program was too general
1	Less on various types of bulletin boards and more on outstanding types
1	On secondary areas and evaluation by the audience
1	Too much on picture displays
1	Examples with more detailed criticisms
1	Freshman principles of art
1	At the elementary level
1	Not pertinent
153	No comment

WORKSHOP NO. 3 (continued) Form 3-3-ii

5. The phases of display I would like to find out more about are:

14	Uses of color and lines
13	Just plain bulletin boards
12	The many tools of design available
6	Hook 'N Loop boards
5	Various 3-D displays
3	Feltboard and pegboard displays
3	How to make displays of greater educational value
3	Bulletin boards useful in English and Social Studies, etc.
1	The role of the child in helping to create a classroom bulletin board
1	Not pertinent
116	No comment

9. Kindly add any comment or suggestions which you may have for improving the session.

8	Overall - an excellent presentation; a wealth of good materials
5	Add an actual demonstration of planning and doing a display
4	Discussion on time element involved in producing a perfect bulletin display
3	Would like more displays that primary children could do
3	A repetition of college course
3	Have a greater degree of difference between a good and poor bulletin board.
1	Not pertinent
1	Not necessary to read the film to teachers
1	Include more slides which give ideas to be developed.
1	More emphasis on particular colors and forms which balance and contrast effectively
146	No comment

QUESTIONS REGARDING WORKSHOP NO. 3, FIELD TEST NO. 2
BULLETIN BOARDS AND OTHER DISPLAYS
(For Leader and Assistant Leader)

16 Responses

1. In the space before each aspect of the workshop place an A if teachers were very interested, a B if they showed interest and an X if they showed little or no interest.

11A- 5B Leader's Discussion of Displays

8A- 8B Recorded Discussion of Principles of Display and Tools of Display

9A- 7B Teacher Evaluation of Bulletin Board Displays

2. What specific comments did teachers make regarding the workshop?

3. What difficulties did you encounter during your workshop? How could our planning present or decrease such difficulty?
SEE FOLLOWING PAGE FOR WRITTEN COMMENTS TO QUESTIONS

4. If you have suggestions for changes in content or procedure, offer them along with reasons for your recommendations.

5. Did you like having part of the presentation on tape?
Yes 13 No 3 Explain.

6. Were you reasonably satisfied that the content was communicated successfully? Yes 14 No 0 Explain. 2 left blank

7. What was your personal reaction to the workshop experience?

TEACHERS' EVALUATION OF WORKSHOP NO. 3, FIELD TEST NO. 2 (Continued)

2. What specific comments did teachers make regarding the workshop?

4 Workshop was of real value
3 Desire more information on Hook 'N Loop Board
1 Fewer displays and more criticism desired
1 Liked the fact that principles included could be adapted to any grade level
1 More stress on primary bulletin boards
1 Additional information on bulletin boards and devote more time to it
5 No comment

3. What difficulties did you encounter during your workshop? How could our planning present or decrease such difficulty?

12 None
1 Difficulty because building is under construction
3 No comment

4. If you have suggestions for changes in content or procedure, offer them along with reasons for your recommendations.

2 Include more about new materials and ideas for teachers
1 The guide should allow for more freedom on the part of the leader
1 More active participation would be helpful
12 No comment

7. What was your personal reaction to the workshop experience?

7 Teachers gained a great deal from the workshop
1 "I was impressed by the booklets that accompanied the Packaged Program #3, and pleased that such practical information as where to order pre-cut letters, and special lettering guides was included."
1 Workshop was satisfactory but it was difficult to promote discussion with the group.
1 "I think this is satisfactorily planned and put together for presentation with a minimum of effort on the part of the leader."
6 Reactions to the workshop "very favorable"

Bureau of Educational Research and Service
The Ohio State University, Columbus, Ohio

Packaged Program Project
RF 1683 - Workshop No. 4

TEACHER'S EVALUATION SHEET
for
WORKSHOP NO. 4 FIELD TEST NO. 2
CHALKBOARD

Name of School________________________________

Underline teaching level: Elementary, Junior High, Senior High

Rate the following aspects of the Chalkboard Workshop:

179 Responses	Low		Medium		High		Omitted	
	No.	%	No.	%	No.	%	No.	%
a. Leader's Use of the sound filmstrip...	3+	1.5	44	24	130	72.5	2	1
b. Group discussion......................	34	19	84	47	51	29	10	5
c. Information gained....................	19	11+	88	51+	64	36+	1	.05
d. Demonstration of the Magnetic Chalkboard...........................	11	7	52	29	111	61	5	2.5
e. Demonstration of the Peg-board Chalkboard...........................	15	8	70	39	85	48	9	5

The revision of this program should put more emphasis on? (Use opposite side if needed.)

-SEE FOLLOWING PAGE(S) FOR STATEMENT ANSWERS-

Less emphasis on?

Can you think of any ways in which the workshop program on chalkboard has influenced your thinking or may influence your teaching practices?

Form 4-1-ii

TEACHER'S EVALUATION SHEET FOR WORKSHOP NO. 4, FIELD TEST NO. 2 (Continued)

1. The revision of this program should put more emphasis on?

19	More practical uses of chalkboard
15	More examples of how to use magnetic and pegboard
10	Inexpensive basic materials already in the schools
8	Sources and suggestions of materials for special subjects
7	Practical suggestions of what can be done with colored chalk
5	Just plain practical suggestions
5	This practical program was well-balanced in both content and presentation.
5	The new media being developed
5	Not pertinent
4	Cleaning and caring for chalkboards
2	Acquaint teachers with need of good quality of equipment
2	More illustrations
1	The importance of using large muscle movements (especially primary children)
1	More materials are needed to make the workshop more effective.
1	More effective utilization of the space provided
1	Suggestions in chalkboard use in the various classes as a means of supplementing verbal lessons would make the program more practical.
88	No comment

2. Less emphasis on?

11	Materials that average teacher will never have access to
6	New equipment (schools cannot afford it)
5	Different types of chalkboard
4	Pegboard and chalkboards
4	Different types of bulletin boards
3	Less emphasis on negative aspects
2	Use of chalkboard in specific classes
2	Filmstrips
2	Not pertinent
1	Obvious details such as glare on boards, height of letters, effective use of chalk
1	Use in high school
1	Nothing should be de-emphasized.
1	Repetitious for experienced teachers
136	No comment

Can you think of any ways in which the workshop program on chalkboard has influenced your thinking or may influence your teaching practices?

16	Improve my use of the chalkboard
16	Uses of a magnetic board
10	More conscious of size of writing
10	The demonstration of the visual effect of letters at varying distances was extremely pertinent.

WORKSHOP NO. 4 (continued)

Form 4-1-11

7	Uses of the pegboard
5	Awareness of newer materials
4	Not pertinent
2	Possibilities of chalkboard stencils
2	I intend to be more selective in the use of materials.
2	Very slightly influenced
2	Making chalkboard from slate paint
2	Sources of materials
2	Desire for movable chalkboards
2	More conscious of lighting problem
1	It made me realize that when you use a board daily you should have things around it very uncluttered so as not to detract from the materials on the chalkboard.
1	The program has suggested more interesting ways to use the materials I already have and I appreciate this.
1	It has confirmed existing practices
1	Workshop very useful for social studies
1	Served chiefly as a reminder of known facts
89	No comment

Bureau of Educational Research and Service
The Ohio State University, Columbus, Ohio

Packaged Program Project
RF 1683 - Workshop No. 4

Name____

School______________________________________

QUESTIONS REGARDING WORKSHOP NO. 4 FIELD TEST NO. 2
CHALKBOARD
(For the Leader and the Assistant Leader)

13 Responses

1. What aspects of the workshop were most interesting to teachers?

   5 Children's demonstration and use of the magnetic board
   2 Suggested uses colored chalk on chalkboard
   2 The filmstrip and demonstrations were very valuable
   2 Introduction to many new ideas
   1 Interest in all phases of the workshop
   1 Interested in effect of lighting resources implemented with chalkboard presentation

2. Least interesting?

   1 The Pegboard
   4 None
   2 Ideas for chalkboard on the high school level
   1 Evaluation sheets do not permit real expression of feelings
   5 No Comment

3. What specific comments did teachers make about the workshop?

   5 Desired to learn how to use all new materials
   2 One of the best workshops
   1 Concerned about colored chalk not clearly visible on the chalkboard
   1 Repetition of familiar materials
   1 Newer equipment makes chalkboard a challenge to teachers
   1 Filmstrips did not include sizes for letters nor did they explain care to be given to chalkboards and magnetic boards
   1 Uses of pegboard for copying pictures should be explained

Bureau of Educational Research and Service
The Ohio State University, Columbus, Ohio

Packaged Program Project
RF 1683 - Workshop No. 5

TEACHERS' EVALUATION SHEET FOR WORKSHOP NO. 5, FIELD TEST NO. 2
FILMSTRIPS AND 2" x 2" SLIDES

Name of School____

Underline Teaching Level: Elementary, Junior High, Senior High

158 Responses

1. Rate the following aspects of the Workshop on Filmstrips and Slides

	Low		Medium		High		Omitted	
	No.	%	No.	%	No.	%	No.	%
a. Leader's presentation......	0	0	32	19	126	80	0	0
b. Use of sound filmstrip.....	3	2	38	25	110	69	7	4
c. Use of sound slide set.....	7	4	42	27	106	68	3	1
d. Group meetings on filmstrip use........................	8	4	44	29	56	36	50	31
e. Filmstrip social...........	8	4	49	30	59	35	51	31
f. Information gained.........	17	10	77	49	62	40	2	1

2. The revision of this program should put more emphasis on what? (Use opposite side of page if needed.)

   SEE FOLLOWING PAGE FOR STATEMENT ANSWERS -

   Less emphasis on what?

3. Can you think of ways in which the workshop program on filmstrips and 2" x 2" slides has influenced your thinking or may influence your teaching?

Form 5-7-11

QUESTIONS REGARDING WORKSHOP NO. 4 FIELD TEST NO. 2 (Continued)

4. State specifically any difficulties you met during your workshop. How can we change the program to decrease such difficulties?

1 Not enough time allotted
3 None
1 Motivation high during performance but evaluation sheets indicated a lack of interest
1 Material too small to plan an adequate display
1 Magnetic and pegboard in kit was too small; improvised and made larger one
1 Information was not specific enough
4 No Comment

5. What changes, if any, would you recommend in the content or procedures of the workshop? Give reasons for your recommendations.

1 Make the program more practical (include specific things)
2 None
2 Include children in demonstrations of a planned lesson
1 Combine this topic with another to make a more complete program
1 Make the program more practical (include specific things)
7 No Comment

6. What was your personal reaction to your workshop experience?

6 Learned many new ideas
3 Very satisfactory workshop
1 If one puts forth an effort one always gains, even an experienced teacher
1 Interest in chalkboards and magnetic boards was intent
1 More practical ideas are desired on all phases of the workshop
1 Repetition of familiar material

TEACHER'S EVALUATION SHEET FOR WORKSHOP NO. 5, FIELD TEST NO. 2 (Continued)

2. The revision of this program should put more emphasis on what?

12 Program was quite adequate
10 Sources of available material
7 Operation of equipment
4 Not pertinent
4 Program was uninteresting
3 More about amateur making and producing 2" x 2" slides
3 Techniques of using filmstrip in combination with other materials (charts, maps, chalkboard)
2 Uses of sound filmstrip
2 Using the filmstrip as an enrichment tool

9 one-of-a-kind comments: Techniques of using filmstrip in combination with other materials ; Make an elementary and a secondary kit ; The cost of producing slides and filmstrips ; Central storage of filmstrips ; Teaching with filmstrips ; Use of sound slide sets ; More practical material ; Effective uses of color schemes ; Quality of materials
92 No response

Less emphasis on what?

3 Omit tape recorded introduction (start out with filmstrip)
2 Not pertinent
2 Reduce number of filmstrips
7 One-of-a-kind comments: On selection of slides ; On the obvious ; On one filmstrip ; Equipment we do not have ; Don't divide group ; Don't discuss an entire filmstrip ; Don't make any change
143 No comments

3. Can you think of ways in which the workshop program on filmstrips and 2" x 2" slides has influenced your thinking or may influence your teaching?

9 Gained new potentials for use
7 Already familiar with materials
7 Demonstrated use in the classroom is to educate rather than entertain
7 Confirmed my belief in value of filmstrip
6 Using slides and filmstrips takes a great deal of planning.
6 Stimulate more use of AV aids to improve teaching
5 Learned of the value of a filmstrip file or library
4 Very useful for specific area of teaching (shorthand, bookkeeping, etc.)
4 Would like to make our own films and slides
3 Education materials if there were more rooms and equipment was available.
2 Desirable that such material be available in all rooms, at all levels.
2 Learned of rapid learning ability of using slides and filmstrips
2 Can photograph classroom scenes.
6 One-of-a-kind comments: Value of polaroid for classroom use ; Uses of the sound filmstrip ; Use of individual viewers opens up new ideas ; Ways to help superior students ; Workshop a waste of time ; comment lacked relevance
88 No comments

Bureau of Educational Research and Service
The Ohio State University, Columbus, Ohio

Packaged Program Project
RF 1683 - Workshop No. 5

Name________________________________

School________________________________

QUESTIONS REGARDING WORKSHOP NO. 5, FIELD TEST NO. 2, FILMSTRIPS AND 2" x 2" SLIDES
(For Leader and Assistant Leader)

15 forms returned

1. What aspects of the workshop were most interesting to teachers?

   SEE FOLLOWING PAGES FOR WRITTEN COMMENTS TO QUESTIONS

2. Least interesting?

3. What specific comments did teachers make about the workshop?

4. State specifically any difficulties you met during your workshop. How can we change the program to decrease such difficulties?

5. What changes, if any, would you recommend in the content or procedures of the workshop? Give reasons for your recommendations.

6. Did you like the fact that part of the material was presented by sound filmstrip? Yes___ No___ Explain.

Form 5-6-11

QUESTIONS REGARDING WORKSHOP NO. 5, FIELD TEST NO. 2 (Continued)

1. What aspects of the workshop were most interesting to teachers?

3 Tape recorded sound in conjunction with slide and film strip
3 Newer filmstrips available
2 Use of filmstrip by individual students
2 2" x 2" slides
2 Uses of filmstrips in general
1 "The fact that I used my own slides so I knew what I was talking about."
1 Filmstrip for specific grade levels
1 None

2. Least interesting?

1 Interest in all phases of program
3 Slides and tape that accompanies them
2 Taped material without accompanying filmstrip
1 Filmstrip social
1 Part 1 of filmstrip
7 No Comment

3. What specific comments did teachers make about the workshop?

1 Filmstrip more appropriate for lower grades (Monarch Butterfly)
2 Liked the brevity of the workshop
2 Awareness of various uses of material in classroom
2 Interesting; instructive; entertaining
1 A follow-up round table with A-V director will be held soon
1 Enjoyed old filmstrips of ours better than newer ones
1 Appreciated short film, not long ones
1 Used personal slides and demonstrated ways they were employed in her class
1 Desires knowledge of making own slides
3 None

4. State specifically any difficulties you met during your workshop. How can we change the program to decrease such difficulties?

1 Filmstrip social was not clear
4 None
2 Mechanical difficulties with equipment
2 Better organization of materials to save time
2 Best to use two projectors (too much switching)
4 No comment

QUESTIONS REGARDING WORKSHOP NO. 5, FIELD TEST NO. 2 (Continued)

5. What changes, if any, would you recommend in the content or procedures of the workshop? Give reasons for your recommendations.

7 No changes needed in program
2 Suggestions for local participation making it more personal
1 No comment
1 Eliminate sound tape explanation
1 Tape complete workshop in logical, specific order
1 Shorten time of program to allow for use of locally produced slides
1 Would recommend that more be taught to operate equipment
1 Not enough alloted time to complete workshop

6. Did you like the fact that part of the material was presented by sound filmstrip? Yes 13 No 2 Explain

3 Pertinent information given more clearly and forcibly than most of us could have done in preparation for filmstrip and during the filmstrip
1 Sound filmstrips should not be used at every meeting as the teachers soon know what to expect in way of procedure
1 Unnecessary to include sound
1 Suggests eye contact necessary
1 Some tape recording is efficient, but too much was included in workshop # 5. (The commentary offered nothing new.)
1 It provides less work for the teacher and is more effective
1 Not pertinent
6 No Comment

Bureau of Educational Research and Service
The Ohio State University, Columbus, Ohio

Packaged Program Project
RF 1683 - Workshop No. 6

Teacher Evaluation Sheet for Workshop No. 6, Field Test No. 2
MOTION PICTURES

Name of School____________________________

Underline teaching level: Elementary, Junior High, Senior High

Rate the following aspects of the Motion Picture Workshop:

130 Responses

	Low		Medium		High		Omitted	
	No.	%	No.	%	No.	%	No.	%
a. Leader's presentation of topic....	2	17	28	21	100	77	0	
b. The Sound Filmstrip..............	24	19	40	30.5	57	43	9	6
c. Information and ideas gained......	23	18	60	46	44	34	1	.8
d. The film itself..................	12	9	45	35+	63	50	10	6
e. Discussion of the film...........	14	10	44	34	62	50	10	6

The revision of this program should put more emphasis on? (Use opposite side if needed.)

-SEE FOLLOWING PAGE(S) FOR STATEMENT ANSWERS -

Less emphasis on?

Can you think of any ways in which the workshop program on the motion picture has influenced your thinking or may influence your teaching practices?

EVALUATION OF WORKSHOP NO. 6, FIELD TEST NO. 2 (Continued)

130 Responses

Part I The revision of this program should put more emphasis on?

13	Suggestions of films for various subject areas
12	Especially necessary to learn operation of equipment
8	The program, as presented, was well balanced in content and style
4	Desires to observe the demonstration of three ways for using film in an actual classroom situation
4	Information on various types of films and filmstrips
4	Need to include a definition of terms
4	Filmstrip print was not readable
3	Methods and techniques of making use of a film for learning experiences
2	Better sound track for the filmstrip
2	Not pertinent
2	Tests should be closely related to film
1	Information on newer equipment
1	Additional time must be allotted
1	Discussion of the film
1	Inexpensive materials for classrooms
1	More emphasis upon adult level of films
67	No comment

Part II Less emphasis on?

10	Eliminate the filmstrip
3	Not pertinent
3	Shorten the time used to present workshop
2	Suggests an actual demonstration of various types of instruction
2	Eliminate the motion picture selection
2	Omit films used as entertainment
2	Shorten time spent on filmstrip
2	Eliminate generalizations and theory
1	Workshop was interesting; no changes
1	Less emphasis on principles involved
102	No comment

Part III Can you think of any ways in which the workshop program on the Motion Picture has influenced your thinking or may influence your teaching practices?

11	Encourage use of films
10	Realized that motion pictures can be used effectively as a teaching aid
10	Realized value of using questionnaires and pre-test
6	Not pertinent
6	Of little help
5	Stated a desire to add filmstrips and movies to supplement learning
4	Realized the values of teacher's guide for film use

WORKSHOP NO. 6, FIELD TEST NO. 2 (Continued) **Form 6-1-ii**

Part III (Continued)

3	Encouraged to insist that administration provide schools with pertinent materials
3	Received guidance on film selection
2	Desire to learn equipment operation
2	Desire to let pictures complement teaching
2	Desire to use additional filmstrips
1	"I realize I am guilty of using films more for 'Enrichment'. I see I am neglecting possibilities in the 'Total' and 'Integrated' areas. Thank you."
1	"To make certain that each child feels that he is receiving his share of credit and also carrying his share of responsibility."
64	No comment

Bureau of Educational Research and Service
The Ohio State University, Columbus, Ohio

Packaged Program Project
RF 1683-Workshop No.6
Field Test No. 2

Name________________________

School ________________________

QUESTIONS REGARDING WORKSHOP NO. 6, FIELD TEST NO. 2, MOTION PICTURE
(For Leader and Assistant Leader)

17 forms returned

1. What aspects of the workshop were most interesting to teachers?

   8 - The Film
   6 - The pre-test
   3 - Integrated use of films
   2 - Different ways of thinking about films

2. Least interesting?

   11 - The filmstrip - too long, too slow-moving
   6 - The discussion

3. What specific comments did teachers make about the workshop?

   6 - Enjoyed it, good meeting (Latitude and Longitude)
   2 - Didn't understand film, Chairy Tale
   8 - Thought filmstrip could be improved

4. State specifically any difficulties you met during your workshop. How can we change the program to decrease such difficulties?

   2 - Getting discussion of film, Chairy Tale

5. What changes, if any, would you recommend in the content or procedures of the workshop? Give reasons for your recommendations.

   6 - Omit or change filmstrip. Make it less wordy. Pep up delivery
   3 - Use films on different levels to get discussion
   4 - Demonstrate integrated use of films

6. What was your personal reaction to the workshop experience?

   2 - Enjoyed workshop, especially the fantasy film
   11- Enjoyed the experience
   3 - Thought the workshop one of the best
   4 - The Latitude and Longitude material was excellent

Bureau of Educational Research and Service
The Ohio State University, Columbus, Ohio

Packaged Program Project
RF 1683 - Workshop No. 6

Name____________________________

School____________________________

QUESTIONS REGARDING WORKSHOP NO. 6, FIELD TEST NO. 2, MOTION PICTURE
(For Leader and Assistant Leader)

15 Responses

1. What aspects of the workshop were most interesting to teachers?

   - SEE FOLLOWING PAGE(S) FOR STATEMENT ANSWERS -

2. Least interesting?

3. What specific comments did teachers make about the workshop?

4. State specifically any difficulties you met during your workshop. How can we change the program to decrease such difficulties?

5. What changes, if any, would you recommend in the content or procedures of the workshop? Give reasons for your recommendations.

6. What was your personal reaction to the workshop experience?

5	The workshop has stimulated an interest in audio-visual aids, especially films
3	Uninterested in workshop due to lack of knowledge on operation of equipment
3	Workshop was a refresher course
3	Excellent ideas for film use
1	No comment

Form 6-2-ii

Bureau of Educational Research and Service
The Ohio State University, Columbus, Ohio

Packaged Program Project
RF 1683 - Workshop No. 7

EVALUATION SHEET FOR WORKSHOP NO. 7 FIELD TEST NO. 2
RECORDINGS AND RADIO

Name of School______________________________

Underline teaching level: Elementary, Junior High, Senior High
148 Responses

Please rate the following aspects of the Recordings and Radio Workshop:

	Low		Medium		High		Omitted	
	No.	%	No.	%	No.	%	No.	%
a. Leader's presentation of topic..........	0	0	18	12	102	69	28	19
b. Demonstration Tape--Section 1; examples of classroom use of tape recordings..............................	13	9	52	35	75	50	8	5
c. Tape-recorded "Visit to Our School" OR Small group discussion and recording of group leaders........................	8	6	36	25	90	60	14	9
d. Demonstration Tape--Section 2; examples of disc recordings.............	11	9	51	35	60	40	26	16
e. Discussion of the School Listening Center	18	12	35	27	30	21	55	38
f. Discussion of Radio in the Classroom....	19	15	70	49	30	20	29	20

What should the revision of this program put more emphasis on? (Use opposite side if needed.)

- SEE FOLLOWING PAGE(S) FOR STATEMENT ANSWERS -

Less emphasis on?

Can you think of any ways in which the workshop program on recordings and radio has influenced your thinking or your teaching practices?

Form 7-3-11

EVALUATION SHEET FOR WORKSHOP NO. 7, FIELD TEST NO. 2 (Continued)
148 Responses

What should the revision of this program put more emphasis on?

10 How to use the tape recorder in various fields; such as mathematics, science, literature, more effective uses, more modern uses, with very young children, etc.
8 Actually training teachers to use the tape recorder
7 Not needed, well balanced
5 More tape instruction on radio work. Instruction should include the use and follow-up of the programs.
4 The purpose of examples on prepared tape from OSU
4 Some sections long, too time consuming
3 Excerpts of little value - one long one, better
3 This one better than most because of the applications in our own school.
3 Uses of the tape recorder for important class operations, for use in make-up work, and instructions for pupils who have missed explanations.
3 Clearer tapes should be sent with material.
2 Demonstration tape should be on junior high level so it would be purposeful for class use.
2 I don't think you need a complete workshop program for tape recording. Combine this with something else.
1 More emphasis could be put on the practical methods of obtaining records, tapes, and the tape recorders.
1 How far away to place the microphone
1 Tape recorder is limited, except in special fields (English, speech).
1 The many unexpected problems which arise and how best to solve them. More about ways of saving time in their use.
1 Most of the uses were well-known by all teachers, but the delightfully presented program encouraged renewed desire to use the recorder more, thus the emphasis was perfect - inspiring, rather than being a downgrade to teacher intelligence.
1 Yes, I will use them (recordings) whenever they are available.
1 Discussion of the film. (No film with this workshop. Must mean workshop No. 6)
1 The tape from Ohio State University. The Sours school tape is far more informative and helpful.
86 No Comment

Less emphasis on?

Almost no response to this question. Suggestions seem to be individual in character.

15 Less emphasis on examples of recordings
11 Less emphasis on use of dialect or children's voices--difficult to understand
1 Less emphasis on teacher-made tapes
1 Less noise for sake of noise

WORKSHOP NO. 7 (continued)

Form 7-3-11

Can you think of ways in which the workshop program on recordings and radio has influenced your thinking or your teaching practices?

21	Renewed interest in particular subject areas
14	General interest in possible use indicated by subject area.
10	"No"
1	Broadened one's thinking
1	Discussion of film (inappropriate)
1	Not pertinent
85	No comment

Bureau of Educational Research and Service The Ohio State University, Columbus, Ohio	Packaged Program Project RF 1683 - Workshop No. 7

Name____________________________________

School__________________________________

QUESTIONS REGARDING WORKSHOP NO. 7, FIELD TEST NO. 2, RECORDINGS AND RADIO

(For Leader and Assistant Leader)

12 forms returned

1. What aspects of the workshop were most interesting to teachers?

SEE FOLLOWING PAGES FOR WRITTEN COMMENTS TO QUESTIONS

2. Least interesting?

3. What specific comments did teachers make about the workshop?

4. State specifically any difficulties you met during your workshop. How can we change the program to decrease such difficulties?

5. What changes, if any, would you recommend in the content or procedures of the workshop? Give reasons for your recommendations.

6. What was your personal reaction to your workshop experience?

Form 7-2-11

QUESTIONS REGARDING WORKSHOP NO. 7, FIELD TEST NO. 2 (Continued)

1. What aspects of the workshop were most interesting to teachers?

6 Teacher preparing own tapes
3 Demonstration tape "Visit to Our School" and the discussion of school listening center and radio
2 Tapes and use of recorder for reading and enrichment material through taping of radio and TV programs
1 The demonstration of the various educational ends for which the tape recorder may be used

2. Least interesting?

2 The Length of time spent on demonstration tapes of little value
1 Uses of record player or disc recordings
1 Disc recording on tape (primary child and campaign speech lacked purpose)
1 Of least interest was tape "Visit of our School"
1 Section on listening center seemed irrelevant
1 Part on radio as it was stressed the least by the leader
1 Recording of current material (President Johnson's Inaugural Message)
2 No comment

3 What specific comments did teachers make about the workshop?

4 Expressed desire to use recorder
2 Shorter selections and a wider sampling of uses for recorder
1 Interested in learning to operate recording
1 Brief and more concise tapes
1 Active participation by the group created interest
1 Found the workshop interesting and informative
1 More time spent on specific tape recordings
1 "The content of this workshop was of greater interest and more value than numerous ones "

4. State specifically any difficulties you met during your workshop. How can we change the program to decrease such difficulties?

5 Make no changes - no difficulties
2 Many lack knowledge of equipment operation
1 No comment
1 Not pertinent
1 Needed additional time
1 Mentioning the speed of recording on the tape box may help
1 Insufficient material and reference material

5. What changes, if any, would you recommend in the content or procedures of the workshop? Give reasons for your recommendations.

2 First workshop should be operation of the equipment
2 Include a more specific demonstration outline
1 no comment
1 Eliminate unnecessary materials by narrating purposes and expected outcomes for each example

QUESTIONS REGARDING WORKSHOP NO. 7, FIELD TEST NO. 2 (Continued)

1 Less time spent on theory
1 Spend less time on deomonstrations
1 Interest in light weight recorders, many are too heavy
1 Content and procedures were adequate
1 Demonstration tape 1 was not clear, include a better one
1 Less time (approx. 15 min.)

6. What was your personal reaction to your workshop experience?

5 Helped to discover more uses for tape recorder
3 Repetitious of known material
1 "I enjoyed the experience very much. I believe now our school will establish a course of instruction on the operation of equipment."
1 Uncomfortable about asking my colleagues to contribute and then being forced to edit the material to keep within time limits.
1 Suggests that number of recordings be increased and eliminate the delay in changing tapes.
1 Too much time involved

Bureau of Educational Research and Service
The Ohio State University, Columbus, Ohio

Packaged Program Project
RF 1683 - Workshop No. 8

EVALUATION SHEET FOR WORKSHOP NO. 8 FIELD TEST NO. 2.
PROGRAMMED INSTRUCTION

Name of School____

Underline teaching level: Elementary, Junior High, Senior High

132 Responses

~~Rate the following aspects of the Programming Workshop:~~

	Low		Medium		High		Omitted	
	No.	%	No.	%	No.	%	No.	%
a. Leader's presentation of topic	5	4	26	20	93	70	8	6
b. Quality of filmstrip	11	8	75	57	46	34	1	.07
c. Discussion of key questions.	18	14	60	46	45	34	7	5
d. Information gained	20	16	64	48	43	33	3	3
e. Actually going through a program . . .	18	13	41	33	35	27	38	27

The revision of this program should put more emphasis on? (Use opposite side if needed)

Less emphasis?

The phases of programming I'd like to find out more about are:

Check any of the following activities which you have carried out after attending the workshop on programmed instruction. (See other side of paper for comments.)

5 Experimented with the writing of a program.
9 Tried out programs on (subject)____________________________
4 Attended another workshop on programming.
8 Examined or changed my teaching procedures using some of the programming principles used at the workshop.
21 Read more about programmed instruction.
34 Had discussions with other teachers on the values of programming.
4 Planned an additional teachers' meeting on programmed instruction.
3 Arranged to order programmed materials for my class.
1 Planned to take an in-service course or summer course on programmed instruction.
77 Blank

Form 8-5-11

EVALUATION SHEET FOR WORKSHOP NO. 8, FIELD TEST NO. 2 (Continued)
132 Responses

The revision of this program should put more emphasis on? Less emphasis?

(Direct quotes)

6 A practical demonstration of a program.
4 Outlines and how to construct a program
3 There were new concepts. I want to know more about programming.
3 Include more actual programmed materials.
3 Instructions for teachers to make up their own programmed instruction lessons
2 Teacher participation in the program
2 Values of program for primary and poorly disciplined child
2 More examples of areas of use
2 Actual demonstration of a teaching machine
2 Give a listing of the cost for Programmed Instruction materials.
2 Put more emphasis upon defining terms.
2 More time for questions and discussions
2 Too many "audio-visual aids" in presentation
1 Give some results of a program
1 Less emphasis on terminology
1 Programmed instruction is just a technique
1 Not familiar enough with program to say
1 Leader's material should be better organized at the beginning so class has better understanding of what the service is all about.
92 No comment

The phases of programming I'd like to find out more about are:

67 Planning programs for specific area of teaching
3 Writing or construction of a program
3 Operating and examining a teaching machine
3 Purposes of programmed instruction
3 List of instructional techniques and materials available
2 How to construct some good frames
2 Means of evaluating pupil progress
2 Values for the poor-to-average student
2 More uses specifically on primary level
2 Correlation of results of programmed students with regular students
2 Research reports on effectiveness
1 I would like to know how this type of teaching has been used in a classroom of children of average ability.
1 Areas of utilization
1 Motivational techniques
1 Why do schools abandon programmed instruction (for instance, Toledo)?
1 More uses specifically for upper elementary grades
1 How can there be enough programs to fit the levels of individual learners?

WORKSHOP NO. 8, FIELD TEST NO. 2 (continued) Form 8-5-11

1	Methods and aids used to compile the questions and statements for the programming.
1	Terminal behavior - entry behavior
1	Pitfalls to watch for in constructing an individual program
90	No comment

Bureau of Educational Research and Service
The Ohio State University, Columbus, Ohio

Packaged Program Project
RF 1683 - Workshop No. 8

Name________________________________

School________________________________

QUESTIONS REGARDING WORKSHOP NO. 8 FIELD TEST NO. 2
PROGRAMMED INSTRUCTION

10 Responses

1. What aspects of the workshop were most interesting to teachers?

   SEE FOLLOWING PAGE(S) FOR WRITTEN COMMENTS TO QUESTIONS -

2. Least interesting?

3. What specific comments did teachers make about the workshop?

4. State specifically any difficulties you met during your workshop. How can we change the program to decrease such difficulties?

5. What changes, if any, would you recommend in the content or procedures of the workshop? Give reasons for your recommendations.

Form 8-7-11

QUESTIONS REGARDING WORKSHOP NO. 8 FIELD TEST NO. 2 (Continued)

1. What aspects of the workshop were most interesting to teachers?

   3 Discussion of materials on hand
   2 The filmstrip was of most interest
   2 Presentation of programmed instruction
   1 Actual planning of a program
   1 Most interesting aspect was the questioning period
   1 Actual involvement of participating in the testing materials

2. Least interesting?

   4 The filmstrip and recording
   1 Not pertinent
   1 Questions
   1 The discussion of theory behind programmed instruction
   3 No comment

3. What specific comments did teachers make about the workshop?

   6 Interesting and informative
   1 Most felt it was a complete waste of time
   1 Too numerous questions on the board
   1 Dealt with an educational device that many are unaware of
   1 Felt that programmed materials placed too much credit for honor on part of the student and the program did not provide enough except as a supplement

4. State specifically any difficulties you met during your workshop. How can we change the program to decrease such difficulties?

   1 Time consuming to list questions on board
   2 Minor changes were made in content and presentation of materials
   2 Lack of blackboard space in phase I (possibly duplicating some materials)
   5 No Comment

5. What changes, if any, would you recommend in the content or procedures of the workshop? Give reasons for your recommendations.

   3 Recommend its uses be more actively shown
   2 Add a little action to the workshops (little attention or interest shown)
   1 Chalkboard inconvenient-used a large flip-chart for questions
   1 To save time clip together all pass-out materials
   1 More practical ideas of using equipment
   1 Key questions were not effective
   1 Use of visual questions more thought provoking and suggests revising the chalkboard writing to prepared cards

Bureau of Educational Research and Service
The Ohio State University, Columbus, Ohio

Packaged Program Project
RF 1683 - Workshop No. 9

Name of School____________________________ Date____________________

Your teaching level (circle): Primary, Intermediate, Junior High, Senior High

TEACHER EVALUATION OF WORKSHOP NO. 9 FIELD TEST NO. 2
(Television)

DIRECTIONS: Refresh your memory on the workshop by examining the brief outline below, then reply as indicated, using back of sheet for more detailed statements.

Rate the value to you of the following activities by checking in appropriate column:

122 Responses	Low		Medium		High		Omitted	
	No.	%	No.	%	No.	%	No.	%
A. Definition, Advantages and Problems of Instructional Television	9	7	32	25	75	61	6	5
B. Enrichment vs. Basic Instruction	15	12	45	36	57	46	5	5
C. Filmstrip: "Instructional Television"	15	12	38	31	57	46	12	9
D. Group Discussion on Local Use of Television	4	3	41	34	68	56	9	7

The revision of this workshop should put less emphasis on:

SEE FOLLOWING PAGE(S) FOR STATEMENT ANSWERS-

The revision of this workshop should put more emphasis on:

List any ways in which your ideas, insights, or teaching practices have been, or are likely to be, influenced by this workshop.

Form 9-2-11

TEACHER EVALUATION OF WORKSHOP NO. 9, FIELD TEST NO. 2 Continued

The revision of this workshop should put less emphasis on:

16 The mechanics of tuning a TV and other obvious fundamentals
4 Filmstrip was poor
4 Good program as it is now
4 The tape was of no value
2 The introduction of TV as a learning device
1 Everything - not valuable
1 Television by way of the airplane
90 No comment

The revision of this workshop should put more emphasis on:

11 Methods to integrate TV lessons with other general classroom subjects
5 Sources of enriched television porgrams
5 Good program
4 Effective use of educational TV
4 Not pertinent
4 More information about expense of educational TV
3 How to show a TV program
2 Procedures to set up a real demonstration
2 More emphasis upon adult materials
2 Additional information concerning MPATI
1 Place a TV in each classroom
1 Make filmstrip in color
78 No comment

List any ways in which your ideas, insights, or teaching practices have been, or are likely to be, influenced by this workshop:

11 The workshop has convinced me of the value of instructional TV
10 Desire to use TV if it were available
7 Workshop was presented very well
6 Workshop had no effect-a repetition
5 Not pertinent
5 Liked the idea of using TV as supplement for certain areas
4 Would like to see MPATI programs
3 Lessons presented by experts on TV are more effective than those by the classroom teacher
3 No desire to use instructional TV because of lack of coordination with field of teaching
3 Already use MPATI
2 Most original of all workshops-presented numerous possibilities
64 No comment

Bureau of Educational Research and Service
The Ohio State University, Columbus, Ohio

Packaged Program Project
RF 1683 - Workshop No. 9

Name_______________

School_______________

QUESTIONS REGARDING WORKSHOP NO. 9, FIELD TEST NO. 2
(TELEVISION)
For Leaders and Assistant Leaders

12 Responses

1. What aspects of the workshop were most interesting to teachers?
   SEE FOLLOWING PAGE(S) FOR STATEMENT ANSWERS -

2. Least interesting?

3. What specific comments did teachers make about the workshop?

4. State specifically any difficulties you met during your workshop. How can we change the program to decrease such difficulties?

5. What changes, if any, would you recommend in the content or procedures of the workshop? Give reasons for your recommendations.

6. Did you feel that the recordings and the filmstrip were the best means of communicating the information presented through these media? Comment.

7. Were you reasonably satisfied that the content was communicated successfully? Yes 11 No 1 Explain.

8. What was your personal reaction to your workshop experience?

Form 9-4-11

EVALUATION OF WORKSHOP NO. 9 FIELD TEST NO. 2 (Continued)

1. What aspects of the workshop were most interesting to teachers?

   8 Group discussions
   2 By an actual broadcast each teacher viewed himself on TV
   1 Introduction to instructional TV was of little value
   1 Utilization of TV as an enrichment tool

2. Least interesting?

   8 Tape recording seemed least interesting (part B)
   1 How to tune a TV set
   1 Enrichment vs Basic instruction did not hold the interest of the group
   2 No comment

3. What specific comments did teachers make about the workshop?

   7 Enjoyed workshop very much
   2 Filmstrip was too elementary
   1 Less repetition - more information would be helpful
   1 Condense the whole workshop
   1 Few were receptive to idea of workshop and gained little from the experience.

4. State specifically any difficulties you met during your workshop. How can we change the program to decrease such difficulties?

   6 None
   1 Altered the program by introducing CATV into our city (had recent experience with this)
   1 Difficulty with operations of equipment
   1 Disinterested in workshop as a whole
   1 Include some programs on junior high level
   2 No comment

5. What changes, if any, would you recommend in the content or procedures of the workshop? Give reasons for your recommendations.

   8 Omit tape (part B)
   1 Exclude discussion of Enrichment vs Basic Instruction (boring)
   1 Present topic on live closed circuit TV
   1 Either combine the 2 tapes to accompany one filmstrip or omit tape B
   1 Raise content level
   1 More information by way of filmstrips
   1 Mineograph all questions for distribution
   1 Include information for preparing to become a TV teacher
   1 More audio-visual contact with the audience
   1 None at all

EVALUATION OF WORKSHOP NO. 9 FIELD TEST NO. 2 (Continued)

6. Did you feel that the recordings and the filmstrip were the best means of communicating the information presented through these media? Comment.

3 Tapes and filmstrips were very good
2 Probably
2 Concentration is very effective with these media
2 Omit the first tape recording
1 Did not use recordings and filmstrip but discussed them
1 No
1 Sound film would be more effective for a follow-up

7. Were you reasonably satisfied that the content was communicated successfully? Yes 11 No 1 Explain

2 Familiar with in-service training program of MPATI
1 Tape of little value
1 Filmstrip too long and elementary

8. What was your personal reaction to your workshop experience?

5 Enjoyed the workshop as a learning experience
3 It was of little value
2 Interesting but not informative (had MPATI previously)
1 Gained useful knowledge about AV materials
1 "Educational television has enriched my teaching."

Bureau of Educational Research and Service
The Ohio State University, Columbus, Ohio

Packaged Program Project
RF 1683 - Workshop No.10

TEACHERS' EVALUATION SHEET FOR WORKSHOP NO. 10, FIELD TEST NO. 2
COMMUNITY RESOURCES

Name of School____________________________

Underline Teaching Level: Elementary, Junior High, Senior High

144 Responses

1. Rate the following aspects of the Workshop on Community Resources.

	Low		Medium		High		Omit	
	No.	%	No.	%	No.	%	No.	%
a. Sound Filmstrip	9	6	63	44	68	47	2	2
b. Recorded meeting	22	15	65	46	51	35	4	3
c. Discussion	11	8	65	46	50	36	17	10
d. Presentation of local resources	2	1	29	20	113	79	0	-
e. Information gained	14	9	58	40	70	49	2	2

2. The revision of this program should put more emphasis on what? (Use opposite side of page if needed)

- SEE FOLLOWING PAGE(S) FOR STATEMENT ANSWERS -

Less emphasis on what?

3. Can you think of ways in which the workshop program on Community Resources has influenced your thinking or may influence your teaching?

Form 10-3-11

TEACHER'S EVALUATION SHEET FOR WORKSHOP NO. 10, FIELD TEST NO. 2 (Continued)

144 Responses

2. The revision of this program should put more emphasis on what?

11	Not pertinent
9	Types of field trips available in all communities
8	Presentation of local resources should occupy a greater portion of the workshop.
8	Actual presentation of local resources
6	Specific locations for obtaining information
4	How teachers can build their own resource file
4	Group leaders on more local resource availability
4	Include types of public relations with emphasis upon school-community relationship.
3	Actual problems resulting from field trips.
2	Time for a follow-up after workshop
2	Give examples of community resources in one class.
2	Use a movie for a "recorded meeting".
2	Each grade level supplied with information on unit materials and resource leaders
2	Study pictures of local resources
1	More practical application to classroom work.
1	Participation of teachers in local resources
1	Tape recording of local resources
1	Filmstrips and pictures for junior high and senior high
1	Briefly summarize the various aspects studied--either by movie projector showing and describing the tools, or by tape and filmstrip
1	A shorter and more pointed program
71	No comment

Less emphasis?

9	The mock meeting on tape
6	Review of materials most graduates already familiar with
3	The recorded meeting was extremely uninteresting
3	Shorten the filmstrip
2	Less emphasis upon trips to capitol and U. N. which average teacher cannot take.
2	Filmstrips involved too many elementary pupils
2	Tapes and filmstrip uninteresting
2	Detailed mechanics of an AV presentation
4	Shorten the meeting by cutting down the first part
2	Not pertinent
108	No comment

3. Can you think of ways in which the workshop program on Community Resources has influenced your thinking or may influence your teaching?

34	Made more aware of local resources
6	We will try to work in more field trips.
5	Stress the value of creating a file or handbook of resources available locally.
4	Refreshed my memory
4	Setting up a file on resource people
3	Reinforced our belief that time and effort spent in this media is most worthwhile
2	Administration to plan field trips for junior and senior high.
2	Aroused interest in follow-up activities
2	We should avail ourselves of the persons and materials that will enrich our program.
2	We should acquaint new teachers with all available information.
2	Need more planning and cooperation in this area
2	Try to upgrade my teaching
1	Try to discover ways of utilizing resources and materials at lowest possible cost.
1	Gain new ideas for social studies projects.
1	A better appreciation of the economic, recreational, cultural, and social aspects of our city.
1	Showing slides to the class before taking a field trip.
1	Utilize more tape recording.
1	Realized value and use of machines.
1	Direct quote: "Very much! Just think of the many ways we can discover other buildings and places of interest. Interest leads one to wonder what goes on inside of buildings. We discover prosperity of a city, we gain insight into lives of people in the city!"
69	No comment

Bureau of Educational Research and Service
The Ohio State University, Columbus, Ohio

Packaged Program Project
RF 1683 Workshop No. 10

Name____

School____

QUESTIONS REGARDING WORKSHOP NO. 10, FIELD TEST NO. 2, COMMUNITY RESOURCES
(For Leader and Assistant Leader)

17 Responses

1. What aspects of the workshop were most interesting to teachers?

   SEE FOLLOWING PAGE(S) FOR WRITTEN COMMENTS TO QUESTIONS

2. Least interesting?

3. What specific comments did teachers make about the workshop?

4. State specifically any difficulties you met during your workshop. How can we change the program to decrease such difficulties?

5. What changes, if any, would you recommend in the content or procedures of the workshop? Give reasons for your recommendations.

6. What was your personal reaction to the workshop experience?

QUESTIONS REGARDING WORKSHOP NO. 10, FIELD TEST NO. 2 (Continued)

1. What aspects of the workshop were most interesting to teachers?

9 General information on our own community resources
4 Slide and filmstrip concerning industry
2 Commentary on tape explaining what other educators are doing (Los Angeles)
1 Variety of audio-visual aids
1 No comment

2. Least interesting?

7 Filmstrip repeated material and was too elementary
4 No comment
1 The diagrams are too involved
1 Part of our own prepared tape
1 Overhead projection and overlays of farm land
1 Recorded discussion
1 Majority of resource material suitable more for high school teachers
1 Repetition of known material

3. What specific comments did teachers make about the workshop?

7 Expressed interest in tape and pictures made in our community
5 Thought the film was most interesting
4 They were familiar with most of the material
1 Realized the unlimited possibilities of this media
1 No comment

4. State specifically any difficulties you met during your workshop. How can we change the program to decrease such difficulties?

3 None
2 Mechanical difficulties with equipment
2 Attempting to shorten the time for the workshop
2 Use smaller film and allow more time to develop our own use of resources
1 Lack of interest in discussion phase
1 Lack of time to prepare all materials (need more preparation time)
1 Include flashbulbs with 35 mm film to facilitate indoor shots
1 Would prefer some University person to acquaint leader with workshop material
1 Better explanation of teacher's role in presenting community resources
1 Not necessary to make slides because of insufficient time in teacher's day
3 No comment

QUESTIONS REGARDING WORKSHOP NO. 10, FIELD TEST NO. 2 (Continued)

5. What changes, if any, would you recommend in the content or procedures of the workshop? Give reasons for your recommendations.

5 Eliminate introductory filmstrip and tape and permit leader to make introduction
1 Filmstrip is too long-use just a part of it
1 Include additional information concerning plans to use available resources
1 Make it more succinct
1 Place material in leader's hand early so he can survey the community
1 To be of real value this program must be tied in very closely with local resources
1 Establish some new ideas for local resources
5 No comment

6. What was your personal reaction to the workshop experience?

8 Very interesting and worthwhile
4 "I had fine cooperation and this was an easy workshop from the leader's standpoint."
1 None
1 Few types of resources in our area and would be difficult to use the prepared ideas for trips
3 Of little value (too elementary)

POST-WORKSHOP EVALUATION MEETINGS
FIELD TEST NO. 2

Mrs. Myers made a trip to the ten schools that completed Field Test No. 2 where she held two meetings: one with the leaders and assistant leaders of the ten workshops and the other with administrative personnel. This latter group included one or all of the following: the principal, the audio-visual director and supervisors. The purpose of these meetings was to secure critical comment and suggestions for final revisions of the workshops and the Leader's Guide.

After her return, Mrs. Myers went over her notes and organized them as follows:

I. The reactions of audio-visual directors, principals and supervisors were organized into the following categories

(1) Strong Points and Outcomes
(2) Weak Points and Suggestions
(3) Leadership
(4) References
(5) Attendance Patterns

II. Comments secured from the leaders and assistant leaders

Comments are organized workshop by workshop. Those secured from a single school are grouped together. When there are more than ten groups of comments under a single workshop heading, it indicates that additional comment was made by an administrator. In some instances administrative personnel were present for a part of the meeting held with leaders.

Mrs. Myers' report follows:

When reading these comments it is helpful to keep in mind that the types of schools and school districts involved differ greatly. Teachers in large urban districts tended to see the Program as a refresher, while the rural and small school districts tended to find the Program new and informative. Teachers individually wanted the workshops to offer specific answers to their particular problems and to include procedures for them to duplicate.

Situations in particular schools had their effect on the Program. For example, a few districts did not have access to television except in the homes in the community. This made adjustments necessary when the workshop on television was presented. It was evident to the observer that there was something very wrong in one school situation. The teachers had had no voice in deciding whether or not to participate. Comments showed that they had resented the program from start to finish. However, even the staff of this school made the same comment which was heard throughout the other interviews, to the effect that the teachers had enjoyed working together and felt that this had contributed to their learning. Principals and leaders expressed a definite sense of accomplishment and a better understanding of audio-visual media as a result of this Program.

I. Reactions of Administrative Personnel
(Audio-visual directors, principals and supervisors)

1. Strong Points and Outcomes
2. Weak Points and Suggestions
3. Leadership
4. References
5. Attendance Patterns

II. Comments of Leaders and Assistant Leaders

1. Overhead Projection
2. Flat Pictures and Opaque Projection
3. Bulletin Boards and Other Displays
4. The Chalkboard
5. Filmstrips and 2" x 2" Slides
6. The Motion Picture
7. Recordings and Radio
8. Programmed Instruction
9. Television
10. Community Resources

I.

REACTIONS OF ADMINISTRATIVE PERSONNEL
(Audio-visual Directors, Principals and Supervisors)

1. Strong Points and Outcomes

- Had great effect. Changed attitudes of many teachers very much.

- Caused enthusiasm for audio-visual materials, especially overhead and television. More interest in use and purchase. More requisitions are coming in. The PTA was contacted for more funds to equip the school (community interest). Teachers involved children more in recordings, and also television. PTA meetings were informed about this new interest.

- The teachers are working more together. They have more audio-visual interest. The leaders now can operate the equipment and are acting as resource people for the others. It is democratic training which really involved the group. Working together encouraged interest in each other as well as in media.

- Teachers accepted the extra time. They bought a new recorder. They saw more value in audio-visual after the program. The leaders benefited the most. I felt the workshops helped to identify the equipment so teachers would know what to buy when the money is available. (School and teachers had very little equipment.)

- The teachers benefited. They worked together. Leaders now operate the equipment and are teaching others.

- Use of equipment increased. Makes you want a lot of things. This is a good course, but not particularly new. It is good promotion for audio-visual. Creates lots of discussion. We found that we had some pieces of the equipment we weren't all aware of.

- Good, but too elementary. Young and inexperienced people could use it most effectively.

- We were ahead of the program, however, our audio-visual coordinator has been very effective. Our teachers did show an interest in the overhead and changed some bulletin board practices. Our teachers enjoyed working together.

- We gained new ideas, especially in Community Resources. We picked up information and developed leaders in our group. Teachers found new uses for their rooms.

- We found out new ideas. Caused a renewal of interest in AV.

- It created much more use of audio-visual equipment. Teachers learned to run the projectors.

- The Programmed sheets were excellent! Could use more models or the real things.

4

Strong Points and Outcomes continued

- We benefited by teacher involvement and training ten people.
- It was an inspiration to the staff. The Overhead and Bulletin Boards have created common interests. Our personal feelings were good after working on this Program.
- We now have an audio-visual coordinator assigned to our school. An AV catalogue is being made in our school. There is purchase interest and personal interest.
- More equipment was used during and since the workshops.
- When the choice was given for the teacher to either prepare own materials or use those in the kit -- this was good feature.
- The scope of the kits content makes programs lose value. Make contents regional.
- Effective. Teachers accepted the extra time. Bought a new recorder. Program benefited some, but not others. After the program is finished, we see more value in it. The leaders benefited most.
- I felt the workshop acquainted the teachers with the equipment in order to make intelligent requests for purchases.
- The major reward was teacher involvement and training ten people in audio-visual work.
- Yes, they learned but it was too long drawn out, especially for lay-teachers.
- Ten teachers were trained. We were made aware of new materials, community resources, especially. This alone was an asset to a building.
- Glad for the end.
- We acquired an overhead projector. The teachers mentioned that they would make and use transparencies if we had one.
- A definite gain. We have a lot of enthusiasm and desire to move ahead.
- Last fall we had four 16mm projectors, now we have four new overheads. Found that supplies are not plentiful because of the expense. A Thermofax in the central office was used so much it was called "off limits."

2. Weak Points and Suggestions

1. It was too long. Especially the tape recordings without filmstrips. However, teacher learning needs to be constantly up-dated and they need to spend more time on equipment.

2. Number identification is not enough. There was confusion about which materials went with which kit when two were sent together. A check list with descriptions and numbers is needed. (Actually this was done.)

3. After school we are tired and busy. Too lengthy. We always attended, however.

4. We liked Plan I because we needed time to prepare. The presentations were too similar. Guidance should be indicated in detail. Not notes. Not too vague. Not cut and dried.

5. Material was too simple. It needs more variety and finer division.

6. Make the material cover more levels. Materials too simple for Television. Faculty resented this one. The time element should vary, why always one hour. It should be varied according to the content.

7. Show the vertical files by drawings. Make the printed frames in the filmstrips readable at all times -- a few weren't.

8. More basic materials needed in the Bulletin Board Kit. Sources of cut letters, etc. Staple removers needed in the kits.

9. Movie material didn't cover uses of films. Instruction on creative use of film needed.

10. Bulletin Board Workshop not geared to any special area. Shouldn't it be?

11. Ten meetings are too many.

12. More actual participation needed. Direction needed, not instruction. The University over-instructed, mostly.

13. Some subjects need audio-visual personnel if it is to be taught adequately.

Suggestions

- There should be one person to control the whole program and all materials for the kits.
- Have a plan where an audio-visual coordinator goes over the material with the leader for more insight.
- More effective with the audio-visual coordinator presenting the material for each workshop.

Suggestions Continued

- Leaders should attend a meeting with an instructor or coordinator, then demonstrate.
- Needs an orientation and a culmination meeting. Much of the material may be forgotten.
- Every other week is close enough for the meetings. Every week is too much.
- Combine some meetings and shorten some. Combine Chalkboard with Displays and Opaque with Overhead. Use them in contrast.
- Give a kit of materials to each teacher to work with. Have an August workshop before school starts.
- The kits are better where material is provided for the teachers. Because the leader does not have the time to select materials for use.
- We didn't use Television because we do not have it in this area. Evaluations should be filled soon after the meeting.
- Tell us about the new things which are available.
- The kits should be highly structured, but with choices.
- I recommend films for training. The Thermofax people have six films about the overhead projector.
- We need to learn about the equipment.
- More doing and participation, please at the local level.
- Directions should require that we pick people for leaders who are interested in the particular area.

3. Leadership - seven comments

What can be done to insure that the leaders carry out the program as written?

- You can program the learning, then follow-up if necessary. Use more depth, less generality. Define for the leaders what you intend for them to teach.
- An informal discussion of the various parts to be taught. Use a leader and a co-leader (two leaders) who decide together what is to be taught, instead of a leader and an assistant.

Leadership (continued)

Does the fact that the leader is from your own staff affect the learning?

- Yes, we learned more this way.
  It was more free. We could go up and use the equipment.

- Some leaders took the guide at face value. Others added what they thought appropriate. Some shortened the program by skimming the material. Depended on integrity and insight of leader.

- The leader certainly had his effect on the material. To be more beneficial, an audio-visual coordinator could have a conference with him first.

- The leader should know how to operate the machines.

- To assign material which is local for the leader to prepare before the workshop was good because the material was for our school.
  It created more enthusiasm.

4. References

- A form should be given to ascertain interests. Then check the books out to interested persons.

- Seeing the references helped. Have them all out there at the building. Do not send them with each kit.

- The references about Bulletin Boards were most useful.

5. Attendance Patterns

- The starters finished in all cases. Complete attendance for most meetings.

- Fairly the same at all meetings. We were a captive audience.

- About the same number, but not the same people attended. We invited other faculty from other buildings to attend.

- Very good. Some fall-off. Stayed around thirty.

- It decreased as the workshops went along. The people from this staff attended well but not from the other buildings.

- Forty teachers attended. There was some resistance to the extra time.

- Attendance was faithful except for the Athletic Department. They work a lot after school anyway.

- We assigned the Packaged Program. Gave faculty meeting time over to this.

II. COMMENTS OF LEADERS AND ASSISTANT LEADERS
(Secured by Interview)

Comments are organized workshop by workshop. Those secured from a single school are grouped together. When there are more than ten groups of comments under a single workshop heading, it indicates that additional comment was made by an administrator. In some instances administrative personnel were present for a part of the meeting held with leaders.

1. Overhead Projection - 10 schools

- We had one. The directions in the kit were clear. The leader liked it. Two people used the overhead projector after the workshop. The school board bought one.
- It was adequate. Created an interest to have one. Follow-up needed on this. High learning. We followed well.
- The kit is excellent as written. Some follow-up interest. We are purchasing two. This is the best workshop because we didn't know anything about this material.
- Should be done more on our own schedule. (the workshops.)
  Not enough information. When we used it, we found it was not expensive. Tell about the roller on it next time. Booklet was not adequate for this system. We needed practice in making transparencies.
- Should have full time for transparency use. This was a good workshop. Send a transparency sheet for each person's use.
- You didn't use the same terms as the commercial booklets. Such use would have helped.
- The leader was not present. Packet was used. Practice is needed with the overhead projector. Lab work needed.
- Included too many things that the teachers already knew. About three teachers said this was easy to follow. More home-made material should be included.
- You should suggest that the people preview films about the overhead. The kit should include lab materials. A set of masters should be included.--3M company.
- Reference to the copyright law is needed so teachers know what can and cannot be copied.
- Preparation of home-made materials good. Offer more suggestions on how to make them.

2. Flat Pictures and Opaque Projection - 10 schools

- Practice needed for this one. Kit needs better pictures for exhibit. One example for each major area. Suggests central supply for pictures. Some investigation of our building, and starting a library needed. Too complicated. Follow-up on a picture needed.

- A tape recording needed. Opaque too bulky for a good demonstration. Instructions needed for this. (The booklet Opaque Projection was furnished for leader's use.)

- Materials dealt with principles. Should be geared to grades. Adequate. Did not use the opaque projector. Outline was prepared. Light shines into eyes of children when using. (Demonstrate problems in use--and answers.) Not too many rooms are dark enough for the opaque projector. Large print necessary, or material not clear. Distracts from good copy.

- Used materials from our system for opaque. (Free to use own materials.) We ordered a projector for each school. We understood the materials. Kit needs more teacher involvement. Handed in a list of picture needs.

- Material sufficient. Only opaque presented problems.

- Fine, except a recording is needed for the entire filmstrip. Filmstrip quite good. Additional material from the school should be included. (Was used.) Workshop caused use of opaque projector (to copy).

- Workshop not accepted. The leader is required to read too much. Resistance to opaque projector. Interest in interpretation of pictures. Suggest the use of color in all pictures. Pictures should be adult level. Great Art Series, for example.

- Should include information about dry-mount press. (Furnished in reference books.)

- Too elementary. The Leader's Guide did not get through to the person. He rejected it without reading it through. (Missed the point that principles were involved.) Only saw one picture "The Statue of Liberty."

- Understood. Helpful workshop.

- More different types of pictures are needed.

3. Bulletin Boards - 9 schools commented

- Good learning here. Practical, creative. In the follow-up we used the ideas. Helpful.

- Adequate. The workshop started well. Good.

- Effective. Would like to see ways to save time in building displays, such as pre-cut letters. The design part was excellent, strongest teaching of the group. It touched all fields. Guide was clear. It offered natural remarks. We added a demonstration of a folded paper technique, and a book illustration. Companies could furnish samples and the leader could demonstrate them.

- Adequate. Good learning in arrangement. Displays could suggest tracing, yarn, paper figures, pipe cleaners, seeds, how-to materials. A part of the workshop which seemed to repeat was omitted. (The teacher discussion)

- Interested in this, very useful. Should be kept by the schools and reviewed.

- The suggested follow-up is known by teachers here. Helpful to new teachers, however. We purchased the reference booklets and used the filmstrip for ideas, after the workshop. Useful information. Good ideas.

- We became more critical of our Bulletin Boards. More illustrations for grades 1-6 are needed.

- Nothing new. Reason for samples not clear. Terminology not clear.

- Specific ideas needed. More than one filmstrip needed. Could have used 8mm film to supplement filmstrips. Bulletin Boards especially good.

4. Chalkboard - 9 schools commented

- Guide Clear. Partly effective - medical illustration not effective. Different types of chalk good. Different types of writing demonstrated. We liked the magnetic chalkboard and examples. Was effective. Large chalk for special use, good. Found interest in different types, and paihting of old boards. An example of a board marked with china-marking pencil could be used. This can be washed. Pounce pattern should be used here, not in Flat Pictures and Opaque.

- Adequate, but not for this staff. We brought in demonstrations of our faculty use. Not sure of its value. Not a whole workshop. Not enough letters in kit for a sentence on magnetic board. The chalk furnished in the kit was difficult to erase.

- Teachers are doing the best they can already. They have no actual control over the chalkboard types, etc. This was not an elementary filmstrip. We found that we had magnetic chalkboards in our school.

Chalkboard (continued)

- Quality of filmstrip not good. A learning experience, however. Not much display. Corbett pamphlet on card of boards should be handed out to each teacher. Guide adequate. Our pegboard is now put to use for assignments and display as well as chalk.

- More uses needed. I question an hour's use for this workshop; more time on displays. Different kinds of boards not needed. We cannot replace ours. Very weak.

- Guide needs more about pegboard. Directions not clear. Very interesting workshop. We discovered magnetic boards. This workshop is upper-grade and subject-oriented. More on 'how to clean the board' is needed. Would a coated chalkboard work for magnetic symbols? (paint) Use of multiple boards needed, if examples are shown.

- Commercial list not adequate. Prices were not clear. More use of chalkboards which we now have, is needed. Cover glare, color change, the correctional measures to take.

- Adequate. Directions not clear for grid use, however.

5. Filmstrips and 2" x 2" Slides - 10 schools

- Guide adequate for leader. Handbook quite good. A little confusing when divided into groups. Our group was all ready in one level. 2" x 2" slides are a result, rather than a cause of interest. Commercial sources of filmstrips and manufacturers needed. (Was furnished.) 2" x 2" slides are better than filmstrips because they can be rearranged. Latest projectors and viewers should be shown.

- We learned. It increased our use. We previewed phonics filmstrips, and the new math instead of filmstrip social.

- We should emphasize what we have. Cataloging and filing needed. Teach about method, pre-view, post-date.

- There should be more information on cost and procedure in converting 2" x 2" slides to filmstrips.

- Clear. The tape was too long. Slides excellent. They were used. The teacher's guide good with filmstrips. We did not use social. We recommend: American Heritage Filmstrips, Great Art, History Series. (A pictorial History of the U. S.) Preview materials needed.

- This needs a display for filmstrips.

- Filmstrip use needs a remedial approach, generally. Actual use of a previewer, and individual use.

Filmstrips (continued)

- Monarch was lovely. Guide clear. Packaging problem with 2" x 2"'s and one lid broken on arrival. We thought Shakespeare was over their heads. Information used as a refresher, rather than new material. Filmstrips a learning process. There was some loss of interest, competition with other media.

- Two projectors used. Interesting. Worthwhile.

- We omitted the high school filmstrips. Word marking needed for a code. Not familiar with the signal dot. Make 2" x 2"'s of the school's bulletin boards for future use. There are control problems not covered. New materials such as the Insta-slide should be discussed. (Polaroid)

- Miss Montgomery used her own slides. All countries. There are 2" x 2" slides in all staffs. We really had better slides than were in the kit. We have previewers, home slides. Bring out previewing and selection. There are too many filmstrips with "not new" subject matter. [illegible]t related to a specific subject.

- The filmstrip was too general.

- Too much discussion.

6. Motion Picture - 9 schools commented

- Well prepared. Leader liked this. Filmstrip, frames 5-15 needed a bell signal. The leader needs an answer sheet for pre-test. No post-test given. Leader did not feel that this was an intellectual experience, more a custodial one.

- Latitude and Longitude was excellent. There were typographical errors in the test. Rate of speech on tape was too slow. Good synopsis with film, we learned this. (Good point) Check the filmstrip for unreadable written frames or printed material.

- We received the film, What is Space? The guide was clear. Wouldn't 16mm film be more effective than the filmstrip? One more opportunity to operate the projector. Should cover the need to organize a small film library.

- Fair. Helpful, but forgotten. Training should be given when needed.

- Make this one longer, pick up more possibilities. (How to select films. Spend more time on this. Perhaps two workshops.)

- The tape was long, slow, and involved. We didn't see the point in Chairy Tale. Too few films were listed as choices. Paragraphs should be more descriptive (content).

Motion Picture (continued)

- We received Chairy Tale. The AV person made the choice, we didn't. Could there be projector training?

- Not used.

- We received What Is Space? The guide is adequate. We want to practice the projector.

- Good organization of information but pacing was too slow. Need more structural film use on teaching level of viewers.

7. Recordings and Radio - 9 schools commented

- The guide was clear. The tape recorder, recordings and radio are three different fields. It's too big to handle in one workshop. It should have been three different workshops. It had to be too general. Teachers shouldn't have to spend as much time preparing. The leader needed to spend time studying references to give adequate workshop. The radio section was not sufficient. The tape needs revision on accent. Perhaps more examples are needed to make this sound educational, not entertaining.

- Amateur. Study the different types of machines and the mechanical problems of recording. We all know about these areas and uses. Real problems are: use, acoustics, mechanics. The novelty of recording wears off. This is also time consuming. Show us how to mend tapes. Content and segments are too long. Quality of the recording was disturbing. The 3M booklet is useful. Equipment breaks down.

- Guide was adequate. Tape needs to give clear purpose for each example. An objective to record is needed. A listening center was not appropriate for our group. But perhaps it was useful as a reference. An hour is too long for just listening with no visuals. Too elementary. Not useful for us.

- We could not understand the children's voices. The people didn't understand the purpose of the recording. It enriched the regular workshop. The different recordings were too long. Teachers are familiar with tape. Send discs and sources of these.

- Some parts are not applicable to our teaching situation.

- Program tapes were poor quality. Needed purpose and explanation. This workshop needs to give more time to experiment with materials.

- This caused teachers to want one of their own. But you didn't tell us that we needed two recorders for the workshop. (Note: They needed only one.)

- Not used. We erased the tape accidentally.

- Be more specific. Use four levels for showing the different uses would be better. For example, a junior high teacher would not use the recorder this way. (Junior high examples on record.)

8. Programmed Instruction - 10 schools

- No training for this. Three didn't know what it was. Material not applicable to a rural school. Film not appropriate, rather deadly. Pamphlets good.

- We didn't have a tape recorder. Useful information, though. The tests were passed around during, not before, the workshop. They made their own programs.

- Too specific. I was told what to do. Typographical error on test. ('irrestible') It was a learning experience. They thought of it as a test. They still disagree with programming but not as enrichment.

- The chalkboard work not clear to the assistant leader. See hand-out sheet. Dr. Dale's recorded material ....Tests a learning experience. It is helpful to have materials on display. Textbooks had low interest. Simplified machines would have been good. One teacher tried a program furnished in the kit on her pupils.

- It is hard to keep track of materials handed out. Pass out a day before. 45 minutes of discussion is too much. I outlined and shortened this. Passed out outline to group. Split discussion one-half before and one-half afterward. This was a timely topic. Programming is new, still a big picture. We lack training.

- Leader would have liked to get acquainted with material all at once. Material which was sent before the workshop was ineffective. It would have been effective if presented during the workshop. Wordy, we put it before (in the chalkboard notes). Should be shortened greatly. Put the information on a pass-out sheet. Text not effective. Leader affected workshop. The filmstrip was good, however. (We needed something to work with) To work together as a group. Too many things to check.

- The guide clear. Followed word for word. Wrote questions before the meeting. It was a waste of time. Discussion questions at the end were not understood. Leader read guide four times to understand it. He had to explain what Programmed Instruction was. Filmstrip was dull. All shot too far away to be effective. Cyclo-teacher well accepted.

- Teachers should experience a real program for thirty minutes. Most teachers understand the terminology. A professional subject.

- The guide was clear. Lack of time for so much material. Give a program for teachers to learn by themselves.

- There was critical acceptance. Teachers felt that it was beyond them.

9. Television - 10 schools

- Very clear. Over-instructed. TV is used for enrichment here. Need some use of "home" network TV. The people here (Chillicothe) laughed during the filmstrip. I marked out the guide, it was too long. The first tape (Tyler's) was interesting. No imagination used in TV. (imaginative use) Use of real TV could be local news, current events, civics--at least once a day we use it this way. Also we use real TV as a homework assignment. I used Daniel Boone's walk to Kentucky. Teach appreciation and selectivity of real TV. High interest in regular TV.

- The Tyler tape was omitted. They liked it, but it was not useful for this area (Old Washington, O.) We assign TV at home. The kit should cover this.

- The expense of MPATI should be discussed. Scheduling problems, etc., were not given enough emphasis. Filming problems impinge on content. You were not critical enough of TV. We were aware of this. Amount of TV is really limited and choices of use are few. Stress good equipment (receivers). Again this is expensive and not standard. To get a larger audience, use specific points to illustrate, not a complete curriculum.

- Good workshop. Our leader was experienced in TV teaching.

- Very good. We repeated it in one area. There is an overlap between the tape information and the sound filmstrip. We have four new TVs. MPATI is here. Interest is higher with the filmstrip. Needs relative costs for TVs for the classroom.

- We televised the workshop program from one room.

- Clear, but too long. Bell needs checking with the filmstrip. No television used here (Coal Grove, O.). Slow learning students need to have a second chance to watch the program. Tape and re-play should be suggested. There are reception problems which were not mentioned. Especially MPATI. There should be TV suggestions for language. Some use of home TV needed, as a guide to better programs.

- Should not have the tape without a filmstrip (Tyler). No comment.

- NEW! Teachers brought in their own comments about this. Save time in the workshop for this sharing.

- High interest in TV.

- We had had an all day workshop on Television. Nothing new. Appropriate to the district, however. More things needed for guidance for lower grades.

10. Community Resources - 10 schools

- Guide clear. Resource books good. They were enthusiastic. A tape was made, and slides of old homes. Flash bulbs are needed for inside shots. The leader learned much about her community. It was effective. No follow-up was started. New building affects room to plan.

- Guide clear. Tape of elderly citizen created use in classroom. Local commercial industry slides used. Too elementary. Taped panel discussion did not seem real.

- A good program. We gave two workshops at once. (Old Washington, O.) We showed the filmstrip and tape. We made cards to illustrate the points. The filmstrip is appropriate.

- All the material should be sent at the same time. We did not make the 2" x 2" slides as instructed, but borrowed them. We used the filmstrip. Too much material was included for time.

- We did not follow guide. Filmstrip. Second part (panel discussion) of filmstrip was not good. Materials: 2" x 2"s not shot. We showed the construction of our local school. Discussion was short. Resources file not started as yet.

- It would be better to have the example slides furnished. (The points you want brought out.) With the time involved, teachers are reluctant to go out to make slides.

- These ideas didn't apply to our area. Our resources are limited. We showed a film about aluminum. We saw the filmstrip, but did not use the recordings. We cut the time because materials were for other schools. We understand our community. So do the children. No need for teaching about it.

- Not enough time for it. Did not open kits until too late. Filmstrip good, discussion part not good. Text frames did not carry interest. High interest in local productions. We already had the facilities mentioned. Methods of assembling a Community Resources booklet are needed. Also, time to go through our resource guides.

- You need more than a week to prepare for this one. Needs a listing of materials to supplement guide. Interesting workshop.

- The activities should be encouraged by sending out samples (example slides) of what is wanted as well as listing of examples.

- A plan of the schedule should be sent farther ahead along with materials for local production.

- Not too much needed here. Not a new thing to Canton, Ohio. The workshop is needed, however.

Bureau of Educational Research and Service
The Ohio State University
Columbus, Ohio

Packaged Program Project
RF 1683

FINAL EVALUATION BY TEACHERS
FIELD TEST NO. 2

202 Responses

Grade Level______________ School____________________________

You have now completed the series of ten workshops which make up the Packaged Program for In-Service Audio-Visual Education. We appreciate your cooperation in trying out these materials and sending back to us the evaluation sheets. You will be interested to know that many of your suggestions are being included in the revisions.

We need to know how you would describe this program for other schools. Please respond to the following questions and return this sheet to your principal.

No. 1 indicates lowest value. No. 5 indicates the highest value.

	No. 1	No. 2	No. 3	No. 4	No. 5
On the whole the Packaged Program was (check one)	13	32	78	66	13

Respond to all of the following questions:

This Program is recommend for building use

(a) with an entire staff of a school yes 121 no 71

(b) with new teachers especially yes 135 no 67

(c) in schools which have an audio-visual coordinator yes 129 no 52

(d) in schools which do not have an audio-visual coordinator yes 135 no 46

(e) other (be specific) yes____ no____

Use other side of paper

Responses to Part "(e) other" follow:

use for departmental meetings
correlate with undergraduate program
offer periodically as a refresher
Make available for groups of 10 so that everyone may be a leader.
use for teachers returning to the profession
use when schools obtain new equipment i.e., overhead projection

Suggestions:

Combine workshops; make five programs.
Involve all of the schools in a school system.
Make it an intensive five week study program.
Make the program elective.
Require attendance at only half of the workshops.
Require attendance at specified workshops; make others optional.
Divide faculty into elementary and secondary teacher groups.
Offer program system wide by areas and levels of instruction (optional)
Permit staff to work out attendance pattern.
Add a program on processing materials and scheduling equipment.
Involve all teachers in producing materials.
Use more locally produced materials
Build acceptance and desire for the program
    (a) provide released time for attendance
    (b) give in-service credit
    (c) grant extension course credit
    (d) make attendance voluntary

Bureau of Educational Research and Service
The Ohio State University, Columbus, Ohio

Packaged Program Project
RF 1683 March, 1965

FINAL EVALUATION OF THE PACKAGED PROGRAM PROJECT
Field Test No. 2
(Form for Use by Principals)

Name of School -- 9 schools responded

Number of teachers 202

Principal of School ____________________

Date ______________

1. Check the extent to which participation in the program was of benefit to your school faculty.

   3 Great Benefit
   6 Some benefit
   0 Neutral
   1 Some Harm
   2 Engendered hostility

   Note: Within a single faculty all of these may have resulted. One principal broke down responses thus:

   12 Some benefit
   2 Some harm
   4 Engendered hostility, harmful to two
   16 Total

2. What advantages, and disadvantages, grew out of the fact that members of the teaching staff conducted the workshop?

   (a) The advantages:*

   Evidence of leadership teachers didn't realize they had
   Cooperative effort in preparing for and presenting workshop
   Learned by doing--found this pays off--teachers became more familiar with and interested in what others were doing and with A-V equipment
   Made it (the education) economically feasible
   Developed a core of eight "experts" among the faculty
   Personal gain for the teachers conducting the workshop
   Leaders developed skill with the particular medium
   Teachers listened closely because they realized their colleagues had spent considerable time in preparation.
   All appreciated each other's efforts in the preparation and presentation of various programs. This led to greater interest and participation.
   Created empathy for the instructor and better attention.
   Developed everyone's confidence in using audio-visual materials.
   Teachers learned more.
   Resulted in more familiarity with equipment, its operation, and effective classroom use.

* Some principals mentioned more than one of the above.

(b) The disadvantages:

Unfamiliarity of staff in operation of equipment (This became an asset by the termination of the project as they had to learn the operational procedures.)
Simply one of time (Teachers are quite busy, and leadership added one more burden to an already busy day.)
Time given by building principal to aid in securing materials, etc.
Last minute illness of leader created need to postpone
Might not be accepted by all faculty
Some workshops not well done because of leader's ability or lack of preparation

3. Check the extent to which participation in the Packaged Program influenced attitudes of the majority of the teachers toward audio-visual materials.

4 Distinctly more favorable
5 Somewhat more favorable
0 No effect

Comments:

The teachers became more fully aware of the new materials available. Incorporation of many of the ideas was made in classroom use of the materials.
We had fairly widespread use.
Created a demand for more equipment.

4. To what extent did participation in the Packaged Program make any perceptible difference in the extent to which audio-visual materials were used?

3 Much greater use
6 Somewhat greater use
0 No difference in use

Comments:

I see more use as time goes on-the right occasion presents itself for use of certain equipment
Teachers have used slide film much more frequently.
Bulletin-board ideas have been greatly improved. Some asked for transparencies for overhead projectors, etc.

5. To what extent did participation in the Packaged Program make any perceptible difference in the effectiveness with which materials were used?

5 Used much more effectively
4 Used somewhat more effectively
0 No difference in effectiveness

Comments:
No comments

FINAL EVALUATION OF THE PACKAGED PROGRAM PROJECT (Continued)

6. As an outgrowth of participation in the Packaged Program, was there a noticeable increase in requests for:

5 Additional items of audio-visual equipment
6 Additional audio-visual materials
2 Books and booklets about audio-visual topics
3 Catalogs
0 Audio-visual magazines
2 No increase

Comments:
Additional items wanted especially for overhead projector

7. Did teachers ask for:

8 Instruction in operation of equipment
2 Help in developing a system for scheduling use of equipment
2 Information about accredited audio-visual courses
2 Information regarding additional workshops in the audio-visual field
3 Help in developing a catalog of the filmstrips and other materials

8. Many teachers say that they are handicapped in the use of audio-visual materials because they do not know how to operate equipment.

a. Does your school offer enough projectionist service and operators so that teachers can easily schedule the use of audio-visual equipment?

Yes 6 No 3

b. If your school does not offer projectionist service and operators, does it offer teachers full training in the operation of audio-visual equipment?

Yes 6 No 3

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APPENDIX B

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Bureau of Educational Research and Service
The Ohio State University, Columbus, Ohio
Edgar Dale and Joseph O'Rourke
February, 1964

Packaged Program Project
RF 1683--Workshop No. 2

EVALUATION SHEET FOR WORKSHOP NO. 2

Name of School______________________________
Underline teaching level: Elementary, Junior High, Senior High

Rate the following aspects of the Programming Workshop:

	Low	Medium	High
a. Leader's presentation of topic . .			
b. Discussion of key questions. . . .			
c. Information gained			
d. Actually going through a program .			
e. Evaluate the programs you used:			
Sets			
Division			
Punctuation			
Poetry			
eu & dys			
Spelling			

The revision of this program should put more emphasis on? (Use opposite side if needed)

Less emphasis?

The phases of programming I'd like to find out more about are:

Check any of the following activities which you have carried out after attending the workshop on programmed instruction. (Use other side of paper for comments.

_____Experimented with the writing of a program.
_____Tried out programs on____________________(subject.)
_____Attended another workshop on programming.
_____Examined or changed my teaching procedures using some of the programming principles used at the workshop.
_____Read more about programmed instruction.
_____Had discussions with other teachers on the values of programming.
_____Planned an additional teachers' meeting on programmed instruction.
_____Arranged to order programmed materials for my class.
_____Planned to take an in-service course or summer course on programmed instruction.

Form 2-4

Bureau of Educational Research and Service
The Ohio State University, Columbus, Ohio

Packaged Program Project
RF 1683 - Workshop No. 2

Name_______________________________________

School______________________________________

QUESTIONS REGARDING WORKSHOP NO. 2 FIELD TEST NO. 1

1. What aspects of the workshop were most interesting to teachers?

2. Least interesting?

3. What specific comments did teachers make about the workshop?

4. State specifically any difficulties you met during your workshop. How can we change the program to decrease such difficulties?

5. What changes, if any, would you recommend in the content or procedures of the workshop? Give reasons for your recommendations.

6. Would you prefer to have part of the material presented by a recording? Yes___ No___ A film? Yes___ No___ A filmstrip? Yes___ No___ Explain.

Form 2-7

Bureau of Educational Research and Service
The Ohio State University, Columbus, Ohio

Packaged Program Project
RF 1683-Field Test No. 2

Name____

School____

EVALUATION OF LEADER'S GUIDE NO. 1 FIELD TEST NO. 2
OVERHEAD PROJECTION

To evaluate Leader's Guide No. 1, kindly react to the following questions. For detailed responses, use separate pages and staple them to this form.

1. What problems did you meet in using the guide? Give specific details.

2. Did you like the Leader's Discussion Notes? Yes___ No___ Explain.

3. How did you use the Leader's Discussion Notes?

4. Did you use additional notes of your own? Yes___ No___

5. Did you follow closely the workshop plan and procedures as outlined? Yes___ No___

6. What changes did you make if any? Be specific.

7. Did you have trouble completing any given activity in the time allotted? Yes___ No___ Which ones?

8. If "yes," did you solve this problem during rehearsal? Yes___ No___

9. If you have suggestions for changes in the organization of the Guide, state them as specifically as possible.

Bureau of Educational Research and Service
The Ohio State University, Columbus, Ohio

Packaged Program Project
RF 1683 May 25, 1964

FINAL EVALUATION OF THE PACKAGED PROGRAM PROJECT
Field Test No. 1
(Form for Teacher Use)

Your School______________________________ Date____________________

Circle the level on which you teach: Elementary Junior High Senior High

If a special teacher or a high school teacher, indicate teaching area________

Now that you have completed the field testing of the Packaged Program, please help us by responding to the following questions. If necessary use the other side of this sheet.

1. Check those experiences which had contributed to your audio-visual background prior to participation in Field Test No. 1.
____had a college credit audio-visual course
____had participated in one or more audio-visual workshops
____had read audio-visual textbooks and other literature
____had used audio-visual aids extensively
Comment:

2. What are the major difficulties which you face in using audio-visual materials in your school?

3. Your personal reaction to participation in Field Test No. 1:
___ very valuable ___ somewhat valuable ___ of little or no value
Comment:

4. Your judgment of the value of participation in Field Test No. 1 as a whole:
___ very valuable ___ somewhat valuable ___ of little or no value
Comment:

5. If participation in this project influenced you to engage in any of the following activities, check them.
____to enroll in an audio-visual course
____to sign up for an audio-visual workshop other than this one
____to get together with a group of fellow teachers to develop specific audio-visual materials
____to work to get our school to take definite steps to improve the cataloging of materials, the scheduling of equipment and so forth

FINAL EVALUATION FORM FOR TEACHER USE -- page 2

____to read audio-visual textbooks and related literature for self-education
____to improve my teaching by more carefully evaluating my use of audio-visual materials
____to experiment with fresh new ways of using audio-visual materials
____to use audio-visual materials more frequently

6. In what specific ways, if any, did participation in the project influence your teaching?

7. What aspects of the entire program did you find
   (a) most helpful?

   (b) least helpful?

8. Considering the time necessary to do an effective professional job, check the length of time which you think desirable to devote to an after-school workshop.
   3/4 hour___ 1 hour___ 1-1/4 hours___ 1-1/2 hours___ 1-3/4 hours___

9. The Packaged Programs now include the following:
   Educational Displays
   Programmed Instruction
   Pictorial Materials and Opaque Projection
   Motion Pictures
   Recordings - Disc and Tape
   Filmstrips and 2"x2" Slides
   Instructional Television
   Overhead Projection
   (a) What other areas of audio-visual media or materials, if any, would you like to see added to those included in Field Test No. 1?

   (b) Which areas, if any, would you omit from those included in Field Test No. 1?

RETURN THIS BLANK IMMEDIATELY TO THE PERSON RESPONSIBLE FOR RETURNING THE FORMS TO THE PROJECT OFFICE.

THANK YOU FOR YOUR COOPERATION.

At the time this form is collected, tear off this portion. It too will be collected and returned to us as a means of tallying responses. This procedure makes your response anonymous.

Teacher's signature________________________

School____________________________________

Bureau of Educational Research and Service
The Ohio State University, Columbus, Ohio

Packaged Program Project
RF 1683 May 25, 1964

FINAL EVALUATION OF THE PACKAGED PROGRAM PROJECT
Field Test No. 1
(Form for Use by Principals)

Name of School____________________ Number of teachers______

Principal of School____________________

Date__________________ Number of teachers who regularly participated___

1. Recognizing the need for adequate time to do an effective job, what do you think is the most desirable length of time for after-school professional workshops? (Check) 3/4 hour___ 1 hour___ 1-1/4 hours___ 1-1/2 hours___ 1-3/4 hours___

2. Check the extent to which participation in the program was of benefit to your school faculty. Great benefit___ Some benefit___ Neutral___ Some harm___ Engendered hostility___

3. What advantages, and disadvantages, grew out of the fact that members of the teaching staff conducted the workshop?
   (a) The advantages:

   (b) The disadvantages:

4. Indicate the ways in which staff participation in the program proved to be
   (a) Most worthwhile to your staff:

   (b) Least worthwhile:

5. Check the extent to which participation in the Packaged Program influenced attitudes of the majority of the teachers in your workshop toward audio-visual materials of instruction.
   ___distinctly more favorable
   ___somewhat more favorable
   ___no effect
   Comments: (Use other side of sheet if necessary.)

6. To what extent did participation in the Packaged Program make any perceptible difference in the extent to which audio-visual materials were used? (check)
   ___much greater use
   ___somewhat greater use
   ___no difference in use
   Comments: (Use other side of sheet if necessary.)

7. To what extent did participation in the Packaged Program make any perceptible difference in the effectiveness with which materials were used?(Check)
   ___used much more effectively
   ___used somewhat more effectively
   ___no difference in effectiveness
   Comments: (Use other side of sheet if necessary.)

8. As an outgrowth of participation in the Packaged Program, was there a noticeable increase in requests for:
   ___additional items of audio-visual equipment
   ___additional audio visual materials
   ___books and booklets about audio-visual topics
   ___catalogs
   ___audio-visual magazines
   ___no increase

9. Did teachers ask for:
   ___instruction in operation of equipment
   ___help in developing a system for scheduling use of equipment
   ___information about accredited audio-visual courses
   ___information regarding additional workshops in the audio-visual field
   ___help in developing a catalog of the filmstrips and other materials available for teacher use

10. Many teachers say that they are handicapped in the use of audio-visual materials because they do not know how to operate the equipment.
    a. Does your school offer enough projectionist service and operators so that teachers can easily schedule the use of audio-visual equipment? Yes___ No___

    b. If your school does not offer projectionist service and operators, does it offer teachers full training in the operation of audio-visual equipment? Yes___ No___

    c. How do you suggest that the average school make sure that all teachers can operate the audio-visual equipment owned by the school?

11. The Packaged Programs now include the following:
    - Educational Displays
    - Programmed Instruction
    - Pictorial Materials and Opaque Projection
    - Motion Pictures
    - Recordings -- Disc and Tape
    - Filmstrips and 2" x 2" Slides
    - Instructional Television
    - Overhead Projection

    a. In your estimation, what other areas of audio-visual media or materials,if any, should be added to the Packaged Program?

    b. Which area, if any, should be dropped from the Program?

Bureau of Educational Research and Service
The Ohio State University, Columbus, Ohio

Packaged Program Project
RF 1683

FINAL EVALUATION BY TEACHERS

School

Grade Level____________

You have now completed the series of ten workshops which make up the Packaged Program for In-Service Audio-Visual Education. We appreciate your cooperation in trying out these materials and sending back to us the evaluation sheets. You will be interested to know that many of your suggestions are being included in the revisions.

We are asking one more favor of you. We need to know how you would describe this program to other schools. Please respond to the following questions and return this sheet to your principal.

No. 1 indicates lowest value, No. 5 the highest value.

On the whole the Packaged Program was (check one)	No. 1	No. 2	No. 3	No. 4	No. 5

Respond to all of the following questions:

This Program is recommended for building use

(a) with an entire staff of a school yes___ no___

(b) with new teachers especially yes___ no___

(c) in schools which have an audio-visual coordinator yes___ no___

(d) in schools which do not have an audio-visual coordinator yes___ no___

(e) other (be specific) yes___ no___

____

____

Bureau of Educational Research and Service
The Ohio State University, Columbus, Ohio

Packaged Program Project
RF 1683 - Workshop No. 4

Name__________________________________

School________________________________

QUESTIONS REGARDING WORKSHOP NO. 4, FIELD TEST NO. 2
CHALKBOARD
For Leader and Assistant Leader

13 Responses

1. What aspects of the workshop were most interesting to teachers?

   SEE FOLLOWING PAGE(S) FOR WRITTEN COMMENTS TO QUESTIONS

2. Least interesting?

3. What specific comments did teachers make about the workshop?

4. State specifically any difficulties you met during your workshop. How can we change the program to decrease such difficulties?

5. What changes, if any, would you recommend in the content or procedures of the workshop? Give reasons for your recommendations.

6. What was your personal reaction to your workshop experience?

Form 4-2-11